

DOCUMENT RESUME

ED 195 167

FL 011 992

AUTHOR Cooper, Thomas C.: And Others
TITLE Sentence Combining in Second Language Instruction.
Language in Education: Theory and Practice. No. 31.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics,
Washington, D.C.
SPONS AGENCY National Inst. of Education (DHEW), Washington,
D.C.
REPORT NO IBN-87281-092-5
PUB DATE 80
CONTRACT 400-77-0049
NOTE 82p.
AVAILABLE FROM Center for Applied Linguistics, 3520 Prospect Street,
N.W., Washington, DC 20007 (\$7.95).
LANGUAGE English; French; German; Spanish
EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS French; German; Higher Education; Language Patterns;
Language Research; *Second Language Instruction;
*Sentence Combining; Skill Development; Spanish;
Syntax; *Writing Exercises; *Writing Skills

ABSTRACT

Second language students may develop writing skills gradually, or they may learn and practice these skills through the use of sentence combining techniques. A study is reported of the consistent use of sentence combining exercises with intermediate language classes at the university level. A total of 325 students enrolled in intermediate French, German, and Spanish classes were included in the experiment. For each language, three classes served as the experimental group and three as the control group. Both control and experimental groups were taught according to a modified audiolingual method and both used the same texts. However, the experimental classes practiced sentence combining and did fewer reading selections. The results supported the claim that consistent sentence combining practice accelerates the acquisition of writing skills and enables the student to use more advanced syntactic patterns sooner than s/he would if left to develop the skill in a less systematic way. The discussion of the experiment includes suggestions for using sentence combining techniques in the classroom. A large number of examples of sentence combining exercises in French, German, and Spanish, arranged in progressive order of difficulty, concludes the volume. (AMH)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

31

Sentence Combining in Second Language Instruction

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EDUCATION

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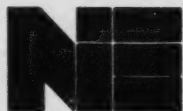
TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Published by
Center for Applied Linguistics

Prepared by

ERIC Clearinghouse on Languages and Linguistics

FL 011992
FL 011992



This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under contract no. 400-77-0049. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or ED.

Language in Education: Theory and Practice
Series ISBN: 87281-092-5

ISBN: 87281-130-1

September 1980
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By the Center for Applied Linguistics
3520 Prospect Street NW
Washington DC 20007

Printed in the U.S.A.

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INTRODUCTION

During the last twenty-five years, the attitude toward writing has undergone many changes in the foreign language curriculum. At first, regular practice in translating from English into the foreign language made writing a major classroom activity.¹ However, the appearance in 1960 of Brooks' work *Language and Language Learning* ushered in the audiolingual method and a new age for the profession; its subsequent implementation resulted in writing's taking a back seat to listening comprehension, speaking, and reading. At best, writing provided "a welcome change of activity" and was to "be considered the handmaid of the other skills and not take precedence as the major skill to be developed."²

In the past decade and a half, new developments in cognitive learning theory and linguistics have shaken the foundations of audiolingualism, with the result that foreign language teachers are often uncertain what methodological procedures to use in general, let alone how to teach writing.³

Today, authorities in foreign language education advocate a bewildering array of approaches to teaching writing that, according to Zamel, seem to range from total control by the teacher, where grammatical correctness is the main concern, to total freedom on the part of the student, with overriding emphasis on quantity.⁴ Unfortunately, the former extreme leads to inhibition, for students are too preoccupied with avoiding making mistakes to listen to their inner muse; while the result of the latter is garbled writing, because students use language beyond their level of competence.

Composition is characterized to a large degree by quality of style. Superior writers are able to concentrate information into a few words through the use of sophisticated syntax and concise turns of phrase. They are also skilled in describing an object, expressing an idea, or narrating an event in a number of different ways. They possess a *Sprachgefühl*, a certain "intuitive feeling" for using different syntactic patterns. Second language learners, on the other hand, must consciously develop an awareness of syntactic possibilities. Although students may gradually acquire writing skills in the foreign language, it is our belief that these abilities can be systematically taught and their development even accelerated through the use of "sentence combining."

This technique, which will be illustrated in the discussion that follows, consists of systematic oral and written practice in building sophisticated syntactic units by adding nominal, adverbial, and coordinate constructions to simple constructions. These constructions will also be explained in detail and extensive examples presented in French, German, and Spanish.

Related Research

A number of important research projects in both native and foreign language learning have laid the foundation for the use of sentence combining in developing mature writing skill.

In two important investigations that have had a far-reaching effect upon the teaching of English in the United States, Hunt devised a methodology for measuring and analyzing the acquisition of written syntax among schoolchildren of varying ages.⁵ The three principal indices of what he termed "syntactic maturity" were average clause length in words; ratio of subordinate clauses to main clauses, and average T-unit length in words. (A T-unit, or "minimal terminable unit," is a main clause plus any attached subordination. Some sample T-units are: (1) after he read the book, he went to bed; (2) he tried to figure out the meaning of Fellini's new movie so that he could write a report about it for his English class; (3) he went downtown; (4) and he ate lunch in a fancy restaurant. If the third and fourth T-units had been combined--he went downtown, and he ate in a fancy restaurant--there still would be two T-units.)

By applying these measures to writing samples produced by schoolchildren, Hunt discovered that maturity of expression has a direct relationship to the ability to make sentence-embedding transformations.⁶ That is to say, on the average, older children tend to produce longer, more syntactically complex sentences by using more clauses with finite verbs, subclausal constructions such as prepositional and infinitive phrases, and single word modifiers. Older, more skilled writers are able to say more with fewer words, even though their actual sentences may be longer because of more complex syntax.

Furthermore, Hunt demonstrated that there seems to be a definite order in the acquisition of grammatical constructions. Younger children around the ages of nine and ten tend to express themselves in kernel, or skeletal, sentences stripped bare of the modifiers that supply supplementary

information. Young teenagers, however, have acquired a rather sophisticated syntactic repertoire. Their writing is more "mature," for they are able to generate with ease sentence-embedding transformations such as adverbial and relative clauses, prepositional phrases, adjective constructions, etc.

Although frequency in use of clauses with finite verbs seems to peak during the early teens, the trend toward greater syntactic complexity continues. The writing of high school seniors, for example, is characterized by increased use of subclausal constructions and single word modifiers, and Hunt found that professional writers carry this trend even further.⁷

Numerous subsequent studies in English have corroborated Hunt's findings and expanded upon his initial work. O'Donnell, Griffin, and Norris, for example, analyzed a corpus of speech and writing samples taken from schoolchildren in kindergarten and grades 1, 2, 3, 5, and 7, and found that T-unit length is also a valid index of complexity in oral language.⁸

In two studies of college students learning German and French, similar trends in written syntactic development were observed. Cooper collected samples of writing produced by four groups of German students who were enrolled in courses at the sophomore, junior, senior, and graduate-school levels. Analysis was undertaken (1) to determine whether or not significant differences in the use of selected embedding transformations existed between levels and (2) to test the validity of Hunt's method for measuring syntactic maturity when applied to the writing of second language learners. Cooper found this method to be a valid and reliable analysis technique, for significant increases in sentence embedding were discovered between levels.⁹

Monroe's study with French students at the undergraduate and graduate levels represents further application of this kind of investigation. Instead of allowing his subjects to write on a variety of themes, Monroe asked them to rewrite in a better style a number of logically related kernel sentences in French. He, too, found significant increases in embedding between levels to be a characteristic of acquisition of written syntax in the target language.¹⁰ In addition, Monroe noticed that his students used syntactic patterns of a degree of complexity comparable to that of Cooper's students, which may indicate that foreign language learners progress through similar stages of development as they gain skill in handling syntactic patterns of the second language.¹¹

Pedagogical Applications

The strong empirical evidence that native speakers of English and adult learners of foreign languages do, in the course of time, learn to produce more complex syntactic units has led to methodological experimentation. Several researchers have attempted deliberately to accelerate growth toward syntactic maturity by teaching students through various sentence-combining exercises how to produce in their own writing those syntactic patterns that were found to be characteristic of the writing of older, more advanced students.¹²

O'Hare's study is one of these investigations. Involving native speakers of American English, it measured the effect of written and oral sentence combining on the writing of seventh-grade students. The experimental group was given intensive practice in combining groups of kernel statements into single sentences that were more complex structurally than those students would normally be expected to write. Although the exercises were based on transformational grammar theory (in that sentence-embedding transformations made up the core of the exercises), the students were not exposed to technical grammar terminology. Pre- and post-test compositions were written by the experimental students and by a comparable group of control students. When the data from O'Hare's students were compared with the data gathered by Hunt and other investigators, students in the control group wrote as average seventh graders would, while the experimental students wrote at a level of syntactic maturity beyond that of average eighth graders. Furthermore, a panel of judges composed of experienced English teachers gave the experimental compositions significantly higher marks for quality of writing.¹³

Akin tackled the question of whether or not syntactic development of second language learners can be accelerated. She sought to determine the effect of sentence-combining practice on the growth of written syntactic maturity of first-year high school students of German. Materials based on a commonly used high school text were developed for the experimental group, while students in the control group followed the writing exercises that were outlined in the text. Pre- and post-test writing samples were analyzed according to Hunt's indices, and differences in the means of all but one (ratio of subordinate clauses) proved to be significant in favor of the experimental group, even though these first-year students had a limited knowledge of German grammar.¹⁴

Klassen applied sentence combining to a controlled experimental situation in the teaching of English as a second language at a Canadian secondary school. Using mean T-unit length as the

primary assessing index, he found the experimental groups showing a significant superiority over control students in immediate written production as well as in retention.¹⁵

These investigations have contributed useful information on accelerating development of writing skill. Fertile ground remains, however, for further investigation, and in the next sections we will deal with an extensive experiment we undertook with intermediate foreign language learners to test the efficacy of sentence-combining practice at the college level. We will offer suggestions for incorporating sentence combining in daily classroom instruction, and we will present a detailed outline with examples to aid classroom teachers at all levels to make their own instructional materials for students of French, German, and Spanish.

SENTENCE-COMBINING EXPERIMENT WITH COLLEGE STUDENTS OF FRENCH, GERMAN, AND SPANISH

In the spring of 1977 we determined to investigate whether sentence-combining practice would increase the rate of written syntactic development of third-quarter college students of French, German, and Spanish. A corollary interest was whether or not this kind of practice would have a measurable effect on oral fluency in the languages under study.

Sentence-combining materials were developed for the treatment in the experimental classes. (See pp. 13, 41, and 57.) With the exception of these materials, the experimental and control classes were exposed to the same kind of language instruction. To determine the effect of the several pre- and post-test writing and speech samples were analyzed according to dependent variables of syntactic maturity.

Information describing the various aspects of the experiment is provided in reduced form below. For more detailed information, the reader is directed to the complete report.¹⁶

Research Design

Subjects

A total of 325 students enrolled at the University of Georgia during the ten-week spring quarter, 1977, were included in our experiment. For each language, three classes served as the experimental group and three as the control group. The experimental group of 164 students comprised 64 French students, 53 German students, and 47 Spanish students. The control group, totaling 161 students, was made up of 64 French students, 39 German students, and 58 Spanish students.

Eighty-eight to 95 percent of the students had studied a foreign language in high school and had made good grades (usually A's and B's). They had also been mostly A and B students in their prior university courses in foreign languages. From 16 to 25 percent had visited a country where their foreign language is spoken, although most trips were for three weeks or less. Very few students had immediate family members whose native language was French, German, or Spanish. (Those who did were eliminated from the sample in order not to bias results.) Control and experimental groups within each language were also comparable as far as their Scholastic Aptitude Test scores and their grade point averages (GPA) at the University of Georgia were concerned.

When the three language sections were compared to each other, however, the German students had a higher combined SAT score than the French and Spanish students (67 points higher than the French students and 106 points higher than those in the Spanish sample). The students in the German section also had the highest GPA (3.07).

On a national scale, all the participating students ranked, on the average, in the 75th to 80th percentile.¹⁷ That is to say, they were in the upper fourth of all the American students who had taken the SAT.

Variables

The independent variables in the experiment were the treatment, the language (i.e., French, German, and Spanish), and the teachers (three for each language). Dependent variables included (1) the following measures of syntactic maturity for all writing samples: words per clause, clauses per T-unit, and words per T-unit and (2) the following measures of syntactic maturity for the speech sample: words per clause, clauses per T-unit, words per T-unit, total number of words, total number of mazes (incomprehensible words and phrases), and words per maze.

Design Controls

In addition to controlling for internal validity through an analysis of covariance (GPA for one writing test and pre-test scores for the other two writing tests and the speaking test), an attempt was made to control for extraneous variables by having each instructor teach an experimental and a control class, and by assigning classes randomly to experimental and control groups.

Instructional Procedure

Staff

Of the nine instructors on the teaching staff, three were full-time university professors whose experience at the college level ranged from eight to 17 years. The other six were graduate teaching assistants, and their experience ranged from two to five years. All the instructors had had prior third-quarter foreign language classes.

Syllabi and Texts

Parallel syllabi, which outlined daily lessons, were written for both groups to assure that instructors in all 18 classes would proceed at the same pace and cover the same amount of material. Students were required to use the following texts:

A. French

French: Listening, Speaking, Reading, and Writing, by Thomas H. Brown (New York: McGraw-Hill, 1971).

Candide ou l'optimisme, by Voltaire, adapted for intermediate students by Gilles de la France (Skokie, IL: National Textbook Co., 1975).

B. German

German in Review, by Kimberly Sparks and Van Horn Vail (New York: Harcourt, Brace and World, Inc., 1967).

Der Weg zum Lesen, A German Structural Reader, 2nd ed., by Van Horn Vail and Kimberly Sparks (New York: Harcourt Brace Jovanovich, 1974).

C. Spanish

Cuentos de ambos mundos, ed. by Mario B. Rodriguez (New York: Houghton Mifflin, 1952).

Foundation Course in Spanish, by L. H. Turk and A. M. Espinosa (Lexington, MA: D. C. Heath and Co., 1974).

Control Classes

Control students engaged in a variety of activities. The French and Spanish sections completed the last third of a basic grammar. This involved reading short passages about the foreign civilization and culture, followed by oral and written questions. There were also grammar presentations with various oral and written exercises. In addition, French and Spanish students read selections from their respective anthologies. German students followed the same format in their classes, except that they worked through a grammar review instead of completing a basic text.

Although it is difficult to put a label on a particular teaching method, the term that would perhaps best describe the approach used by instructors in the control classes would be "modified audiolingualism," for all four language skills--listening comprehension, speaking, reading, and writing--were equally stressed in these classes.

Experimental Classes

Students in the experimental classes used the same texts as the control classes and were also taught according to a modified audiolingual approach. However, they practiced sentence combining and read fewer selections from their anthologies. (It should be stressed at this point that although control students were not taught sentence combining, they were still required to do an equal amount of writing.)

There were three phases in the procedure. First, experimental students did a series of problem-solving exercises based on the sentence-embedding constructions listed in the schema below.

A. Noun constructions

1. Noun plus adjective (the large man is my father).
2. Noun plus possessive (my uncle's car is expensive, or the car of my uncle).
3. Noun plus relative (that's the woman whom I helped).
4. Noun plus preposition (the garden behind the house is beautiful).
5. Noun plus appositive (Mr. Schmidt, a teacher, is on a trip to Japan).
6. Noun clauses as objects (he said that he was sick).

B. Adverbial clauses

1. Time
 - a) When I'm tired, I'll lie down.
 - b) I lived in Berlin when I was 20.
 - c) After he read the newspaper, he went to a restaurant.
 - d) Before you go to the movies, you must help me.
 - e) Since we have less money, we stay at home more.
 - f) While I did the dishes, my wife read a book.
 - g) As soon as he's finished, he'll pick me up.
 - h) She waited until he had disappeared.
2. Manner (she acted as if she were tired).
3. Cause (he left because he wasn't having any fun).
4. Condition (if I had time, I'd go to Florida).
5. Concession (although he had seen it, he did nothing).
6. Purpose (he's going to Germany so that he will learn more German).
7. Degree
 - a) Wine tastes as good as beer.
 - b) Milk tastes better than water.
 - c) The more money one has, the more one wants.

C. Coordinate constructions

1. Adjectives (he bought a fast, low car).
2. Nouns (I see the man and the woman over there).
3. Verbs (he went downtown, bought a book, and came home).

In the second phase of the procedure, students worked with model paragraphs, which they broke down into constituent syntactic units and then reconstructed from memory with the help of combining cues.

The third phase involved actual theme writing, and instructors provided guidance as to how the compositions should be written and which grammatical constructions were to be used.

Scheduling

The experiment ran ten weeks, with classes meeting five days a week. Problem-solving exercises were given for five weeks, 20-30 minutes per class, five times a week; paragraph exercises took up two weeks, 20-30 minutes per class, three times a week; and theme writing took place for two weeks, 30-40 minutes per class, three times a week.

Measurement

Collection of Samples

During the first and last week of classes, the same writing tests and speaking test (in the respective foreign languages) were given to both groups of students for pre-test/post-test comparison.

In one test, students were to rewrite "in a better way" two short paragraphs consisting of short kernel sentences. In the other test, their instructions were to write a paragraph about a sightseeing trip to a large city. These tests were designed to be complementary. Since the number of input sentences was constant in the rewrite test, we hoped to be able to determine students' skill in performing sentence embedding within a more restrictive framework. In the other test, however, students were given more leeway in choosing syntactic patterns, so that we would have a better indication of skill in less restricted composition.

For the speaking test, which was administered in the language laboratory, students were asked to describe a picture of a disco party and record their efforts on cassette tape.

In addition to these tests, two compositions, which were regular homework assignments, were collected from each student in the last two weeks of the quarter.

Analysis of Samples

After the number of words per sample had been counted, T-units and subordinate clauses were marked, and then measures of syntactic maturity were calculated. Below is a passage in English that illustrates the procedure. (See pp. 8-9 for an example of an analysis of a rewrite passage.)

Even an American may be confused by the number of knives, forks, and spoons beside his plate when he sits down to a formal dinner./ It is simple, however:/ one should use the utensils in the order in which they lie, beginning from the outside;/ or one can watch the hostess and do what she does./

This paragraph contains 56 words, 2 sentences, 4 T-units (these are indicated by slashes), and three subordinate clauses (these are underlined). Three indices are calculated as follows:

1. Words per clause = total number of words in passage ÷ total number of clauses, both subordinate and main.

$$(56 \div 7 = 8.00 \text{ words per clause})$$

2. Clauses per T-unit = total number of clauses, both subordinate and main ÷ number of T-units.
(7 ÷ 4 = 1.75 clauses per T-unit)
3. Words per T-unit = words in passage ÷ T-units in passage.
(56 ÷ 4 = 14.00 words per T-unit)

The same procedure was followed in analyzing the speech samples, except that they first had to be transcribed from tape, and three additional measures were calculated: words per sample, mazes per sample (unintelligible words and phrases), and words per maze.

Summary of Writing Test Results

Although the basic question was how the treatment would affect combined experimental and combined control groups across languages, each language section was analyzed, as was each individual pair of classes. Conclusions are listed below.

A. Analysis of covariance for mean differences between combined groups shows that the experimental students obtained significantly higher scores on the writing tests. Thus, the element of chance can be ruled out as accounting for these differences, allowing us to conclude that sentence-combining practice in this study was an effective overall technique for increasing syntactic maturity.

B. When language sections are analyzed separately, there are clear-cut differences between the experimental and control students. These differences are definitely in favor of the experimental students, for in all but two cases (clauses per T-unit on the rewrite test and words per clause on the freewrite test), their superior scores on syntactic maturity measures are highly significant.

C. When the classes of individual teachers are compared, the experimental classes predominate. Only two classes are weak with respect to the effect of sentence-combining practice: the second and seventh teachers' classes.

D. Even though there are some cases of interaction between treatment and languages, and between treatment and teachers, these should be viewed against the background of significantly higher experimental means. The interactions that do occur are probably due to the second and seventh teachers' classes.

E. Some secondary findings are of interest. For discriminating power between groups, words per clause seem to be the best measure of syntactic maturity of all three indices. Second, experimental students seem to perform better on the compositions than on the rewrite and freewrite tests, indicating that the effect of sentence-combining practice may be better reflected in this kind of writing exercise. Finally, a rank ordering of language sections shows that the treatment was most effective among the German students, then the Spanish group, followed by the French. Caution, of course, must be exercised in generalizing this rank ordering on the potential of sentence-combining practice for these three languages. (The better performance of the German students could be attributed to their higher SAT and GPA scores, and to the fact that they used a review grammar in their classes.)

Summary of Speaking Test Results

Post-test means for the first three measures--words per clause, clauses per T-unit, and words per T-unit--were definitely in favor of the experimental students. Results of the additional three measures--total number of words, total number of mazes, and words per maze--were not so clearcut. The following conclusions can be drawn, however.

A. When experimental groups were combined, their post-test scores were significantly higher on words per clause, clauses per T-unit, and words per T-unit.

B. In the case of separate language sections, experimental groups also performed better on the first three measures. French and German students, however, did not achieve significantly higher scores on words per clause.

C. The remaining three measures--total words, average number of mazes, and words per maze--did not discriminate as clearly.

D. As was true in the analysis of writing tests, words per clause appeared to be the best measure for discriminating between groups.

E. German experimental students performed the best, French students second, and Spanish third.

F. There was only one instance of significant interaction--average number of mazes for total groups. Results across languages were, thus, very constant.

G. It does seem apparent that as intermediate foreign language students acquire facility in using more complex syntactic patterns in writing, they tend to carry over this learning to speech.

Summary

A final question at this point has to do with the generalizability of the findings. Every effort was made to control the variables that could have biased results. In addition to giving each teacher an experimental and control class, and in addition to random assignment of experimental classes, a factorial design was followed to check for consistency of treatment across levels of languages and teachers. And although there were some instances of interaction, they were always accompanied by significance in effect of treatment. Analysis of covariance showed that in the case of combined groups, initial differences were very slight, since adjusted post-test scores varied little from actual scores. This offers support for the claim that this experimental sample exhibits characteristics of a true random sample. Since the experimental students performed better regardless of whether they were analyzed by totals, by languages, or by classes, one would also expect such positive results from sentence-combining practice from other intermediate foreign language students.

In the following sections, we will offer suggestions for incorporating sentence-combining practice in routine classroom instruction at any level.

SUGGESTIONS FOR USING SENTENCE-COMBINING TECHNIQUES

A good way to begin with sentence-combining exercises in classroom instruction is to assess students' level of syntactic development by means of a rewrite test. The first paragraph of the test we used in our experiment is reproduced below in English.¹⁸

Rewrite Test

Directions: This paragraph consists of choppy, baby-like sentences. Please rewrite it in what you consider to be a better style. You can leave out unnecessary words, but not any information. And please don't add any new information.

Henry is a professor. He works at the university. He lives in Munich. Helga is his wife. She is a teacher. She also works in the city. They have two children. Inge is their daughter. She is ten years old. Hans is their son. He is eight years old. They have an apartment. It's small. It's also nice. The apartment is in a house. The house is old. The house is on a street. The street is called Garden Street.¹⁹

Here is how a student might have combined sentences in the paragraph:

Henry, who is a professor, works at the university in Munich./ Helga, his wife, is a teacher and also works in the city./ They have two children./ Inge, who is ten years old, is their daughter,/ and their son, Hans, is an eight-year-old./ They have a small but nice apartment in an old house on Garden Street./

This version is quite sophisticated linguistically. To generate the first sentence, "Henry, who is a professor, works at the university in Munich," the student has combined the first three input sentences with a relative clause and prepositional phrase. The last sentence, "They have a small but nice apartment in an old house on Garden Street," is even more complex grammatically, for seven of the initial input sentences have been joined by adjective constructions and prepositional phrases.

There would, of course, be several other rewrite possibilities for this paragraph. Another version might be:

Henry, a professor, works at the university in Munich. His wife, Helga, is a teacher and also works in the city. They have two children: Inge, a ten-year-old daughter, and Hans, an eight-year-old son. Their small but nice apartment is in an old house on Garden Street.

This rewrite actually shows a higher level of syntactic maturity than the first. It is more concise. In place of subordinate clauses there are more subclausal structures and single-word modifiers.

The procedure for scoring a rewrite is given below for the first sample.

1. Count the following:

A. Number of words in rewrite. (In the first sample there are 58.)	58
B. Number of T-units in rewrite. (Here there are 6, and they're marked with slashes.)	6
C. Number of subordinate clauses. (There are 2, underscored.)	2
D. Total number of clauses, both subordinate and main. (Add B and C.)	8

2. Calculate these measures of syntactic maturity:

- A. Words per clause. This is found by dividing the total number of words in the rewrite passage by the total number of clauses. ($A \div D = \text{words per clause}$. Here, $58 \div 8 = 7.25$.)
- B. Clauses per T-unit. This is found by dividing the total number of clauses by the number of T-units. ($D \div B = \text{clauses per T-unit}$. Here, $8 \div 6 = 1.33$.)
- C. Words per T-unit. Divide the total number of words by the number of T-units in the passage. ($A \div B = \text{words per T-unit}$. Here, $58 \div 6 = 9.67$.)

These scores indicate how extensive the syntactic repertoire of a writer is, for they measure the degree of sentence embedding in a given passage. As a general rule, the higher the scores (especially the words/clause and words/T-unit scores), the more accomplished the writer.²⁰ For this reason, a rewrite test can be used as a proficiency test to measure a student's skill or as a diagnostic test to ascertain a student's strengths and weaknesses in writing in the foreign language. And if the same test is given several times, the teacher can establish normative data to help in evaluating the next group of incoming students.

English Examples

After a rewrite test has been given and scored, the next step would be to introduce students to the concept of sentence combining and syntactic maturity by using examples in English.²¹

A possible way to accomplish this is to present students with a list of kernel sentences that deal with a particular situation. The example below includes combining cues.

- A. It was a cold day.
- B. It was a windy day.
- C. It was in January.
- D. John decided something. (when)
- E. He wanted to take a trip.

- F. He wanted to go to Miami, Florida.
- G. He wanted to visit someone.
- H. He wanted to visit his friend.
- I. His friend was named Mark.
- J. He hadn't seen Mark in over two years. (whom)

Since students will certainly feel that these sentences are infantile, the teacher can ask for them to be rewritten in a more sophisticated way. Combining cues can also be given. (In this list the underlined words are to be retained.)

It was a cold, windy day in January when John decided to take a trip to Miami, Florida to visit his friend, Mark, whom he hadn't seen in over two years.

Procedure in Foreign Languages

Sentence combining in the native language is relatively easy, since native speakers can rely on their inherent sense of grammaticality to rewrite passages. It is another matter in the foreign language, where grammatical competence must first be acquired. For this reason one must proceed carefully and not expect students to blossom overnight into Voltaires, Goethes, or Lope de Vegas.

For purposes of illustrating format and procedure, the following examples are in English. See pp. 40, 56, and 73 for French, German, and Spanish examples.

Problem-Solving Exercises

From the results of the rewrite test, the teacher will be able to see readily which areas are deficient and can then assign appropriate problem-solving exercises. Although these exercises deal primarily with one grammar point at a time, their format can be varied greatly to maintain student interest.

- A. Combination exercise: Combine this pair of sentences by using a prepositional phrase. The first sentence should be kept as the main clause.

- Kernels: 1. The house is haunted.
2. The house is behind the cemetery.

Combination: The house behind the cemetery is haunted.

- B. Breakdown exercise: Write the kernel sentences that make up the combination.

Combination: It happened one stormy rainy night.

- Kernels: 1. It happened one night.
2. The night was stormy and rainy.

- C. Variation exercises: Replace the relative clauses with (1) adjectives, (2) prepositional phrases, or (3) appositives; (4) replace the subordinate clause with a prepositional phrase.

- 1. Combination: I have a cat that's black.
Variation: I have a black cat.
- 2. Combination: The bird that's in the cherry tree is an owl.
Variation: The bird in the cherry tree is an owl.
- 3. Combination: I have to help my cousin who's a real blockhead.
Variation: I have to help my cousin, a real blockhead.

4. Combination: After I arrived things got worse.

Variation: After my arrival things got worse.

D. Multiple combining exercise: Follow the cues for combining these sentences. Keep the underlined words.

Kernels: 1. Paul told me something.

2. He's a friend of mine. (who)

3. "I can't go home." (Put in indirect discourse.)

Combination: Paul, who's a friend of mine, told me he couldn't go home.

E. Other kinds of exercises at this stage could include free-answer questions or mini-essays designed to have students use a particular sentence-embedding construction in a larger context. To practice coordinating nouns, for example, they could be asked to write out a list of items they would like to take on a picnic, or for work with adjectives, they could be asked to describe their best friend.

Paragraph Exercises

Paragraph exercises provide a more advanced kind of sentence-combining practice. After selecting a short prose passage that is at the level of the students' linguistic competence, the teacher can use the instructional procedure outlined below. The amount of time taken up with such an activity can be adjusted to fit the particular classroom situation.

•Students should read silently the following passage on a handout or from a transparency. (New words and idioms can be glossed.)

An elderly lady walked into the waiting room of a train station and sat down by a workman who was smoking a pipe. When she saw that the workman was not about to put his pipe away, she started to cough loudly. The man acted as if he heard nothing and kept on smoking. Then the lady said: "If you had any manners, you wouldn't smoke in the presence of a lady."

"Well," replied the man, "if you don't like it, you can sit somewhere else." The lady glared at him and then said, outraged: "I have never heard such impudence! If you were my husband, I would poison you immediately!"

"Really," said the man as he smoked away contentedly, "and if you were my wife, I would go ahead and take the poison."²²

•After they've read the passage, the students are asked to write out the T-units sequentially.

1. an elderly lady walked into the waiting room of a train station and sat down by a workman who was smoking a pipe
2. when she saw that the workman was not about to put his pipe away, she started to cough loudly, etc.

•T-units are repeated orally, and the teacher poses simple content questions.

1. What did the lady look like?
2. What kind of building did she enter?
3. Where did she sit down?
4. What was the workman doing?, etc.

•Students are asked to break down T-units that contain subordinate clauses into simpler sentences.

1. an elderly lady walked into the waiting room of a train station and sat down by a workman who was smoking a pipe =

- a) a lady walked into the waiting room of a train station
- b) the lady was old
- c) she sat down by a workman
- d) the workman was smoking a pipe, etc.

In the final step, students are asked to recombine the sentence parts into the original whole. The teacher asks for a silent re-reading of the passage, and then on a second handout or transparency presents the T-units in dehydrated form for reconstruction.

1. lady/ elderly/ to walk/ waiting room/ train station/ to sit down/ workman/
pipe/ to smoke
2. when/ to see/ she/ workman/ not about to/ to put away/ pipe/ she/ to start/ to
cough/ loud, etc.

In advanced composition and literature classes, breaking down and reconstructing excerpts from prose fiction can aid in sensitizing students to stylistic characteristics of professional writers. No less a prose stylist than Benjamin Franklin practiced reconstructing passages from more experienced authors when he was first sharpening his own writing skills as a young man. He writes in his Autobiography:

About this time I met with an odd volume of the Spectator . . . I bought it, read it over and over, and was much delighted with it. I thought the writing excellent, and wished, if possible, to imitate it. With that view I took some of the papers, and, making short hints of the sentiment in each sentence, laid them by a few days, and then, without looking at the book, tried to complete the papers again by expressing each hinted sentiment at length, and as fully as it had been expressed before, in any suitable words that should come to hand. Then I compared my Spectator with the original, discovered some of my faults, and corrected them.²³

Composition Exercises

When doing problem-solving and paragraph exercises, students are, for the most part, relieved of the real burden of having to generate a theme. When they begin to write compositions, however, they are not only faced with the task of handling with confidence the mechanics of their foreign language, but also with expressing their own thoughts and ideas.

At this point, the full benefit of sentence-combining procedures can be realized. The teacher can guide and aid students in their composition attempts by helping them use the constructions practiced in isolation. Listing kernel sentences associated with a particular topic and giving combining cues can help them get started on a theme. In effect, drawing upon principles of sentence combining will help diminish some of the problems associated with creating.

The various modes of discourse need to receive attention. A series of cartoons without words can serve as a stimulus for narrative writing. Travel posters are good for descriptive writing. Having students explain a procedure, e.g., how to drive a car, can elicit expository writing, and the mode of argumentation can be handled through an assignment of pros and cons of a controversial issue.

* * *

Some words of caution are in order at this point. First, the rationale behind accelerating syntactic development is not simply to get students to produce tapeworm sentences. Students can write English in a style that is more complex syntactically than what they are able to produce in their foreign language. Sentence-combining practice could be viewed as a methodological procedure for bringing them up to their native language level. And common sense regarding stylistic matters in general should prevail. Secondly, sentence combining ought to be only one of the many activities going on in a good foreign language classroom. Ideally, students would do one of the appropriate sentence-combining activities outlined in this section (and in the next) for 15 minutes every other day.

A final consideration: while the main focus in these exercises is on writing production, the other skills should not be neglected. All exercises lend themselves to practice in listening comprehension and speaking, and reading constitutes a major part of the paragraph exercises. In the last analysis, all language activities are closely interrelated, and growth in one area should be reflected to some extent in the others.²⁴

SAMPLE INSTRUCTIONAL MATERIALS:
FRENCH, GERMAN, AND SPANISH

The examples of sentence-combining exercises presented in the following sections are not necessarily parallel across languages, since allowance must be made for the grammatical characteristics of each language. In German, for example, cases and word order present special problems for speakers of English. Also, varying conditions for use of the subjunctive prohibit similarity of exercises.

The exercises for all three foreign languages are arranged in a progressive order of difficulty. The problem-solving exercises are least demanding, for they introduce students to the concept of sentence combining and deal primarily with one grammatical construction at a time. The paragraph exercises require either deductive efforts on the part of the students (disassembling a prose passage into its constituent parts) or inductive efforts (rebuilding a passage by making use of syntactic options learned from doing the problem-solving exercises). Although they have more freedom here, they are still guided by the sample paragraph. In the composition exercises, students are given almost complete freedom to exercise their own judgment and follow their own stylistic preferences.

FRENCH SENTENCE-COMBINING EXERCISES

The French exercises are organized according to the following outline:

I. Problem-solving exercises

A. Noun constructions

1. Noun plus adjective (p. 14)
2. Noun plus appositive (p. 16)
3. Noun plus prepositional phrase (p. 17)
4. Noun plus relative clause (p. 18)
5. Noun clauses as objects (p. 22)
 - (a) Noun clauses in the indicative or subjunctive (p. 22)
 - (b) Indirect discourse (p. 23)

B. Adverbial clauses

1. Clauses followed by the indicative (p. 24)
2. Clauses followed by the subjunctive (p. 25)
3. Si clauses (p. 26)

C. Coordinate constructions

1. Adjectives (p. 27)
2. Adverbs of manner (p. 28)
3. Coordinate adverbs (p. 29)
4. Nouns (p. 29)
5. Verbs (p. 30)

D. Other problem-solving exercises

1. Present participles as adjectives (p. 31)
2. Past participles as adjectives (p. 32)
3. Comparative forms of adjectives (p. 33)
4. Infinitive constructions (p. 34)

II. Sample paragraph exercise (p. 36)

III. Sample composition exercise (p. 37)

IV. Rewrite Text (p. 40)

* * *

I. Problem-solving exercises

A. NOUN CONSTRUCTIONS

Noun plus Adjective

Necessary background grammar

1. Formation of nouns (masculine, feminine, singular, plural)
2. Formation of adjectives (masculine, feminine, singular, plural)
3. Principles of agreement
4. Position of adjectives
5. Use of partitive de before plural adjectives

Combination exercise: Combine the following pairs of sentences by using adjective constructions. The first sentence should remain the main sentence.

Example: Kernels: 1. Mon père m'a forcé d'écouter ses anecdotes.
2. Ses anecdotes étaient insipides.

Combination: Mon père m'a forcé d'écouter ses anecdotes insipides.

- A. 1. Dans mon rêve j'ai visité un zoo.
2. Le zoo était fantastique.

C: _____

- B. 1. Un gorille portait un pantalon.
2. Le gorille était vieux.

C: _____

- C. 1. Une antilope dansait avec un tigre.
2. L'antilope était belle.

C: _____

- D. 1. Tous les animaux mangeaient des crêpes.
2. Les crêpes étaient sucrées.

C: _____

Breakdown exercise: Break each sentence down into two kernel sentences.

Example: Combination: Le dentiste rusé donne des bonbons aux enfants.

Kernels: 1. Le dentiste donne des bonbons aux enfants.
2. Le dentiste est rusé.

- A. J'ai vu un monstre hideux au pied de mon lit.

K: 1. _____
2. _____

- B. Il avait les doigts crochus.

K: 1. _____
2. _____

- C. Il avait de grosses dents.

K: 1. _____
2. _____

Multiple Adjectives

Exercise A. Combination with two adjectives: In the following exercises you will combine sentences again, but this time there will be two adjectives, one preceding and one following the noun.

Example: Kernels: 1. Un chaton ronronne dans le soleil.
2. Ce chaton est joli et blanc.

Combination: Un joli chaton blanc ronronne dans le soleil.

- A. 1. Le château avait l'air triste.
2. Le château était vieux et énorme. C: _____
- B. 1. Une odeur entourait ses tours.
2. L'odeur était horrible et suffocante. C: _____
- C. 1. À la fenêtre j'ai aperçu un visage.
2. Le visage était petit et pâle. C: _____

Exercise B. Combination with two adjectives: When two adjectives both normally come in front of or after a noun, they keep their usual place and the word et is placed between them. However, if one of the adjectives is normally a part of the noun phrase (*jeune fille*), one need not add an et. Two adjectives that normally precede a noun may be placed after it if linked by et. A cardinal number adjective precedes an ordinal number adjective.

- A. 1. Vous me montrez les photos de votre voyage.
2. Le voyage était coûteux et fatigant. C: _____
- B. 1. Sur une photo on voit un jardin.
2. Le jardin est tranquille et parfumé. C: _____
- C. 1. Il y a un arbre près d'une fontaine.
2. L'arbre est grand et vieux. C: _____
or

Possessive Adjectives

Necessary background grammar

1. Rules for formation of possessive adjectives
2. Rules for agreement of possessive adjectives
3. Understanding of use of stress (disjunctive) pronoun with preposition to show possession (L'argent est à moi. C'est mon argent.)

Combination exercise: Determine the appropriate possessive adjective through cues given in the second kernel sentence. Then rewrite a complete sentence combining the two kernel sentences.

Example: Kernels: 1. Je cherche la pipe.
2. Elle est à moi.

Combination: Je cherche ma pipe.

- A. 1. As-tu vu les crayons jaunes?
2. Ils sont à moi. C: _____
- B. 1. Le gâteau m'a fait mal à l'estomac.
2. Il était à toi. C: _____

- C. 1. Petit à petit l'oiseau fait un nid.
2. Le nid est à lui.

C: _____

Breakdown exercise: Make two kernel sentences from each of the following.

Example: Combination: Notre bouteille est vide.

- Kernels: 1. La bouteille est vide.
2. Elle est à nous.

A. Son assiette est sale.

K: 1. _____
2. _____

B. Tes repas sont toujours délicieux.

K: 1. _____
2. _____

C. Leurs espions parlent chinois et japonais.

K: 1. _____
2. _____

Noun plus Appositive

Necessary background grammar

1. Understanding of appositive constructions in general through examples in English and French
2. Principles of adjective agreement
3. Formation of present and past participles
4. Use of articles with appositives

Note: Adjective constructions may be used as appositives. Nouns may also be used to follow other nouns in order to explain them or to add further information about them. Such appositives are used without any article when they supply additional information that is presumably unknown to the reader. They are used with an article when they distinguish their noun from others or when they state a well-known fact. When the subject of the sentence is preceded by an indefinite article, the appositive frequently takes a definite article.

Combination exercise: (1) Combine the following phrases using a noun from the second sentence as an appositive.

Example: Kernels: 1. Mon frère prépare un repas délectable.
2. Mon frère est un chef suprême.

Combination: Mon frère, chef suprême, prépare un repas délectable.

A. 1. J'ai visité un endroit pittoresque.
2. C'était le camp des gitans.

C: _____

B. 1. Fernand dansait comme un fou.
2. Il était roi des gitans.

C: _____

C. 1. Sa grand-mère agitant une liqueur dans un grand chaudron noir.
2. C'était une véritable sorcière.

C: _____

Combination exercise: (2) Now combine the sentences using an adjective from the second sentence as an appositive. (Note that the appositive adjective has no fixed position.)

A. 1. Un enfant s'est approché de moi.
2. Il était souriant.

C: _____

C: _____ or _____

- B. 1. Il m'a offert une tasse de café.
2. Le café était "noir comme le diable."

C: _____

- C. 1. Je l'ai accepté avec un sourire.
2. J'étais très ému.

C: _____

Breakdown exercise: In the following exercise, divide the original sentence into two sentences, forming the second sentence from the appositive element in the original sentence.

Example: Combination: Le capitaine, astronaute invincible, a le mal de mer.

- Kernels: 1. Le capitaine a le mal de mer.
2. C'est un astronaute invincible.

- A. Ma camarade de chambre, Jodelle Hubert, est très snob.

K: 1. _____
2. _____

- B. Sa voiture, un Alpha Romeo, est très sportive.

K: 1. _____
2. _____

- C. Elle trouve dégoûtante mon animal favori, un joli petit crapaud.

K: 1. _____
2. _____

Multiple embedding exercise: Combine the following kernel sentences into one long sentence. When there is more than one appositive, they are treated as a series and no article is used.

Example: J'adorais ma tante. C'était une femme intelligente et une amie chaleureuse.

J'adorais ma tante, femme intelligente et amie chaleureuse.

- A. Victor Bergeron n'aime pas la cuisine française. Il est français. C'est le fondateur du restaurant "Trader Vic's."
B. Il préfère la cuisine chinoise. Elle est légère et subtile. Elle n'est pas du tout inflexible.
C. Il y a des restaurants "Trader Vic's" dans beaucoup de villes. Ils se trouvent à San Francisco, à Atlanta, à Washington, à Munich, et à Tokyo.

Noun plus Prepositional Phrase

Note: In this section we will be dealing with prepositions that show a distinguishing characteristic of the noun modified. (These prepositions do not include those which show location. For an exercise dealing with prepositions of location see "The Mouse House" (p. 21).

Necessary background grammar: An understanding of the use of à, de, and en to form adjective phrases showing distinguishing marks or characteristics. Both de and en may be used to indicate the material from which something is made.

Examples: un sac en cuir; une dame aux cheveux courts; une chemise de coton; la femme au front serein

Combination exercise: Combine the following sentences, deriving a prepositional phrase from the second sentence.

Example: Kernels: 1. Les gens sont rares.
2. Les gens ont les yeux violets.

Combination: Les gens aux yeux violets sont rares.

- A. 1. Trois filles font les exercices à la barre. C: _____
2. Elles ont les cheveux blonds.
- B. 1. Un monsieur court comme un lapin. C: _____
2. Il a les jambes maigres.
- C. 1. Une vieille institutrice saute à la corde. C: _____
2. Elle a les genoux enflés.

Breakdown exercise: Make two kernel sentences from each of the following.

- A. La femme aux chaussures rouges et roses m'intrigue. K: 1. _____
2. _____
- B. Margot a choisi une robe de soie hideuse. K: 1. _____
2. _____
- C. Votre bracelet en argent me plaît énormément. K: 1. _____
2. _____

Multiple embedding exercise: Combine the following into one sentence. If there are two prepositional phrases, join them with et.

- A. 1. Nous avons applaudi quand la femme a gagné le prix. C: _____
2. Elle a le nez pointu.
3. Elle a les pieds géants.
- B. 1. L'homme est martien. C: _____
2. Il a les oreilles turquoise.
3. Il a les mains en métal.
- C. 1. Je suivais prudemment l'espion. C: _____
2. Il avait des lunettes noires.
3. Il avait un chapeau en feutre.

Noun plus Relative Clause

Necessary background grammar

1. Recognition of a clause and its components
2. Recognition of an antecedent
3. Genders of nouns to be used
4. Principles of agreement of past participle
5. Forms of the relative pronouns and relative adverb où
6. Rules governing use of relative pronouns

Combination exercise: Combine the following kernel sentences, keeping in mind that relative clauses directly follow their antecedents.

(1) Relative pronoun as subject of subordinate clause

Example: Kernels: 1. L'actrice va attraper un rhume.
2. Elle porte un bikini.

Combination: L'actrice qui porte un bikini va attraper un rhume.

- A. 1. La neige bloque les routes. C: _____
2. Elle est tombée hier soir.
- B. 1. Les professeurs sont formidables. C: _____
2. Ils ne donnent pas de devoirs.

(2) Relative pronoun as direct object of subordinate clause

Example: Kernels: 1. La perle noire est magnifique.
2. J'ai trouvé la perle dans ma soupe.

Combination: La perle noire que j'ai trouvée dans ma soupe est magnifique.

- A. 1. La soucoupe volante a disparu. C: _____
2. Je regardais la soucoupe volante.
- B. 1. Les garçons sont arrivés en retard. C: _____
2. Vous avez mentionné ces garçons.

(3) Relative pronoun dont replacing de qui, duquel, de quoi

Example: Kernels: 1. Il a une fille brillante.
2. Il est très fier de sa fille.

Combination: Il a une fille brillante dont il est très fier.

- A. 1. La machine corrige les fautes d'orthographe automatiquement. C: _____
2. Mes étudiants ont besoin de cette machine.
- B. 1. C'est un homme extraordinaire. C: _____
2. Tout le monde parle de cet homme.

(4) Relative pronoun after preposition other than de when antecedent is a person

Example: Kernels: 1. Le vieux professeur collectionne les poissons rouges.
2. Je pense à ce professeur.

Combination: Le vieux professeur à qui je pense collectionne les poissons rouges.

- A. 1. Les hôteses de l'air sont bien mignonnes. C: _____
2. Vous rigolez avec les hôteses de l'air.
- B. 1. Les deux gros hommes ont commencé à se battre. C: _____
2. Je m'asseyais entre ces hommes.

(5) Relative pronoun after preposition other than de when antecedent is a thing

Example: Kernels: 1. Cet idiot a cassé ma canne.
2. Je ne peux pas marcher sans ma canne.

Combination: Cet idiot a cassé ma canne sans laquelle je ne peux pas marcher.

- A. 1. Les fourmis ont apprécié le pique-nique. C: _____
2. Tu as partagé ton gâteau avec les fourmis.
- B. 1. Je me moque de ce film. C: _____
2. Mon père a dépensé une fortune pour ce film.

(6) Où as relative when antecedent is a place or time

Example: Kernels: 1. Le château n'est pas loin d'ici.
2. Le monstre rôde dans le château.

Combination: Le château où le monstre rôde n'est pas loin d'ici.

- A. 1. Le jour n'est pas encore arrivé. C: _____
2. Tout le monde peut communiquer par télépathie ce jour-là.
- B. 1. Je me rappelle la forêt. C: _____
2. J'ai découvert une licorne dans cette forêt.

Variation Exercises

Breakdown exercise: Break the following sentences down into two separate sentences.

Example: Combination: Voici un restaurant provençal dans lequel on peut commander une bonne bouillabaisse.

- Kernels: 1. Voici un restaurant provençal.
2. On peut commander une bonne bouillabaisse dans ce restaurant.

- A. On voit par la fenêtre la montagne que Van Gogh aimait de tout son coeur. K: 1. _____
2. _____
- B. Le mistral est un vent violent qui arrache les tuiles des toits provençaux. K: 1. _____
2. _____

Breakdown exercise: In the following exercise make three short sentences from the one long sentence.

Example: Combination: Le musicien dont j'ai fait la connaissance hier et qui joue de la guitare connaît une centaine de chansons folkloriques.

- Kernels: 1. Le musicien connaît une centaine de chansons folkloriques.
2. J'ai fait la connaissance de ce musicien hier.
3. Ce musicien joue de la guitare.

- A. Le chirurgien qui est toujours maladroit et pour qui j'ai peu de respect a laissé tomber sa pince. K: 1. _____
2. _____
3. _____
- B. Mon fiancé m'a donné une émeraude qu'il a reçue de sa grand-mère et qui faisait partie d'une couronne royale. K: 1. _____
2. _____
3. _____

THE MOUSE HOUSE

Directions: Your friend asked you to look in on his pet mice while he was skiing at Chamonix. You discover that the whole prolific tribe has escaped their cage and taken over the apartment. Write 10 sentences describing the mice and the location of each. Try to combine adjectives, appositives, and relative clause constructions to make your sentences rich and varied. Vocabulary suggestions, including prepositions of location, are given below:

Prepositions: sur, derrière, devant, à côté de, entre, sous, en face de, près de, loin de, au dessus de, au dessous de, dans.

Adjectifs

petit(e)
grand(e)
blanc(he)
noir(e)

Noms

la souris: mouse
la télévision
la lampe
la fenêtre: window

Verbes

nager: to swim
trotter: to trot
danser: to dance
ronger: to gnaw

Adjectifs

charmant(e)
furieux(se)
timide
comique
triste: sad
aveugle: blind
gras(se): fat
vieux, vieille: old
assis(e): seated
hardi(e): bold

Noms

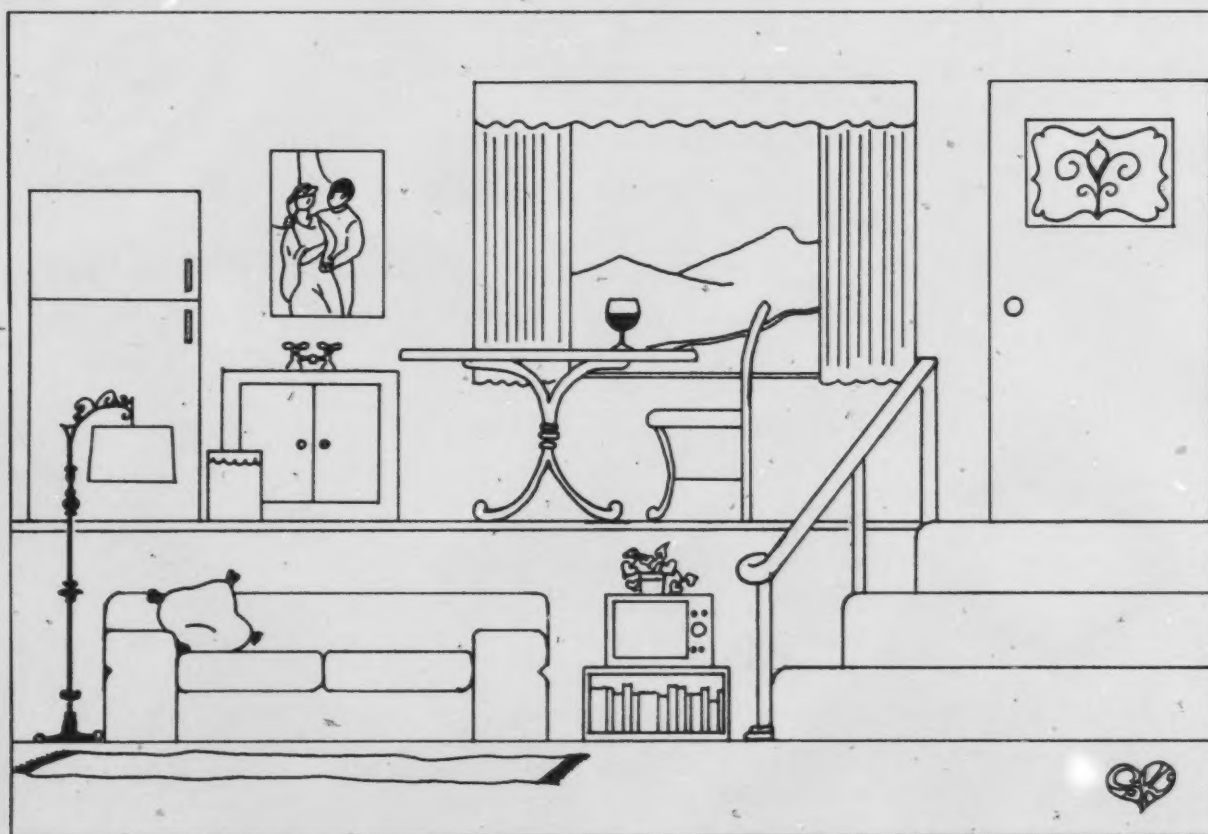
la chaise: chair
l'évier: sink
le tapis: carpet
le plancher: floor
le rideau: curtain
la porte: door
la poubelle: garbage can
la queue: tail
la cage
le téléphone
la devise: motto
du fromage: some cheese

Verbes

boire: to drink
lire: to read
rigoler: to have fun
s'amuser: to have fun
chanter: to sing
grimper: to climb
regarder: to look at
sauter: to jump
avoir l'air: to seem
avoir peur: to be afraid
avoir faim: to be hungry
avoir soif: to be thirsty

... OU SE TROUVENT LES SOURIS?

Exemple: Une petite souris blanche, très comique, danse sur la table.
La vieille souris qui mange du fromage dans la poubelle est aveugle.



Noun Clauses as Objects

Noun Clauses in the Indicative or Subjunctive Mood

Necessary background grammar

1. Formation of the subjunctive
2. Use of the subjunctive in present and past tense
3. An understanding of the "impersonal expressions" of opinion and judgment, necessity, certainty or uncertainty, which take the indicative or the subjunctive
4. An understanding of the "expressions of volition, emotion, and doubt" which take the subjunctive

Note: For a discussion of these, see J.E. Mansion, A Grammar of Present Day French, Charles Scribner's Sons, 203-05; or any good grammar.

Combination exercise: (1) Combine the following kernel sentences into one sentence that uses the subjunctive. Follow the pattern of the examples.

Example (1): Kernels: 1. Vous arrivez à l'heure s'il pleut.
2. Je le doute.

Combination: Je doute que vous arriviez à l'heure s'il pleut.

Example (2): Kernels: 1. Tonton Jean-Jacques va au zoo avec toi.
2. Il est essentiel.

Combination: Il est essentiel que Tonton Jean-Jacques aille au zoo avec toi.

- A. 1. Ce vilain chat va attraper ma petite souris blanche. C: _____
2. J'en ai peur.
- B. 1. Minette invitera mon frère au bal. C: _____
2. Je suis content.
- C. 1. Vous savez toutes les règles. C: _____
2. C'est important.

Combination exercise: (2) Combine the following kernel sentences into one sentence with the dependent clause in the indicative mood.

Example: Kernels: 1. L'hippopotame est plus gros que le cochon.
2. J'en suis certain.

Combination: Je suis certain que l'hippopotame est plus gros que le cochon.

- A. 1. Ce vieux grincheux va gâter la soirée. C: _____
2. Il est évident.
- B. 1. Cette cravate est vraiment affreuse. C: _____
2. Je le pense.
- C. 1. Il a l'intention de t'épouser. C: _____
2. J'en suis sûr.

Combination exercise: (3) Combine the following kernel sentences into one sentence, using either the subjunctive or the indicative as the situation requires.

- A. 1. Tu apprends par coeur l'alphabet français. C: _____
 2. Le professeur l'exige.
- B. 1. Rosemarie a la rougeole. C: _____
 2. Le pensez-vous?
- C. 1. Belle et Nicole portaient des monokinis sur la plage. C: _____
 2. Ma mère était furieuse.

Breakdown exercise: Break each of the following sentences down into two kernel sentences.

Example: Combinations Yvonne est désolée que papa ne puisse pas acheter une girafe.

Kernels: 1. Papa ne peut pas acheter une girafe.
 2. Yvonne en est désolée.

- A. Le petit Gilles a peur qu'il n'y ait pas assez de mousse au chocolat. K: 1. _____
 2. _____
- B. Elles sont certaines que la vieille fontaine est hantée. K: 1. _____
 2. _____
- C. Je doutais qu'ils soient venus. K: 1. _____
 2. _____

Indirect Discourse

Necessary background grammar

1. An understanding of the difference between direct and indirect discourse (through examples in English and French)
2. Knowledge of the components of a sentence using indirect discourse:
 - (a) A clause which introduces: "Il dit"
 - (b) A subordinate clause introduced by que: " . . . qu'Agnès est bête."
3. Knowledge of the rules for tense changes in passing from direct to indirect discourse: (see John Barson, La Grammaire à l'oeuvre, Deuxième Edition; Holt, Rinehart and Winston, 1975)

Combination exercise: Change the following statements to indirect ones by beginning each statement with the introductory clause provided.

Example: (1) "Le bébé est bon comme le pain."

Sa mère affirme . . .

Sa mère affirme que le bébé est bon comme le pain.

Example: (2) "Le prisonnier sera puni sévèrement."

Le juge a déclaré . . .

Le juge a déclaré que le prisonnier serait sévèrement puni.

A. "Il y a un bon film ce soir."
 Vous m'avez dit . . .

B. "Nanette sera 'La Reine de Beauté.'"
 Il a affirmé . . .

- C. "Ouvrez le coffre et regardez les rubis."
Yves a crié . . .

Multiple embedding exercise: When putting more than one phrase of discourse into the indirect form, use the form "Il dit que . . . et que"

Example: Elle dit, "J'ai faim. Je veux dîner à l'instant."
Elle dit qu'elle a faim et qu'elle veut dîner à l'instant.

- A. Ma tante a déclaré, "J'adore la pâtisserie maintenant et je l'adorerai toujours!"

Note: Use "A ce moment-là" in place of "maintenant."

- B. Le petit gamin a hurlé, "Je suis furieux. Je vais sauter par la fenêtre."

- C. Ma belle-mère pleurniche, "Je suis sortie sans mon parapluie et j'ai mal à la gorge."

B. ADVERBIAL CLAUSES

Clauses Followed by the Indicative

Necessary background grammar

1. An understanding of the subordinate adverbial conjunctions that are followed by the indicative mood.
2. An understanding of which of these conjunctions are followed by a verb in a future tense to indicate a future action

(See Jacqueline Ollivier, Grammaire française, Harcourt Brace Jovanovich, Inc., 1978.)

Combination exercise: From the two conjunctions given in parentheses, choose the more appropriate and then combine the two kernel sentences.

Example: (puisque/après que)

- Kernels: 1. C'est ma tante qui fait les repas.
2. Ma cousine n'a pas le temps.

Combination: C'est ma tante qui fait les repas puisque ma cousine n'a pas le temps.

- A. (depuis que/aussitôt que)

1. Georges écrira son roman.
2. Il finira son livre de poésie.

C: _____

- B. (parce que/lorsque)

1. J'étais malade.
2. J'ai mangé des champignons vénéneux.

C: _____

Breakdown exercise: Make two kernel sentences from each of the sentences given below.

Example: Combination: Je commanderai un bifteck dès que le garçon arrivera.

- Kernels: 1. Je commanderai un bifteck.
2. Le garçon arrivera.

A. Après qu'ils reçoivent leurs diplômes, les étudiants partent en vacances.

K: 1. _____
2. _____

B. Puisqu'il faisait un drame, je lui ai donné des bonbons.

K: 1. _____
2. _____

C. Tout le monde s'est levé quand le Président est entre dans la salle.

K: 1. _____
2. _____

Clauses Followed by the Subjunctive

Necessary background grammar

1. Rules for the formation of the subjunctive
2. A general understanding of the use of the subjunctive
3. A knowledge of the conjunctions that require the use of the subjunctive in the subordinate clause

Combination exercise: (1) In this exercise, join the two kernel sentences with the conjunction given.

Example: Conj: *pourvu que*

Kernels: 1. Nous gagnerons le match.
2. Nous jouons avec courage.

Combination: Nous gagnerons le match *pourvu que* nous jouions avec courage.

A. (*avant que - ne*)

1. Je vais téléphoner à maman.
2. Elle achète ces antiquités grotesques.

C: _____

B. (*jusqu'à ce que*)

1. Ce drôle de bébé hurle.
2. Toute la ville l'entend.

C: _____

C. (*de peur que - ne*)

1. Il ne se promène jamais au cimetière.
2. Les fantômes le poursuivent.

C: _____

Combination exercise: (2) Choose the appropriate conjunction and combine the two kernel sentences into one.

Example: (*pour que/bien que*)

Kernels: 1. Pauvre Elise donne des soirées.
2. La vie sera moins monotone.

Combination: Pauvre Elise donne des soirées *pour que* la vie soit moins monotone.

A. (*avant que/pour que*)

1. Elle brûlera les lettres.
2. Le détective peut les lire.

C: _____

B. (pour que/quoique)

1. Il me pose des questions cruelles.
2. Je ne sais pas les réponses.

C: _____

C. (sans que/avant que)

1. Tu peux parler à haute voix.
2. Mon grand-père t'entend.

C: _____

Breakdown exercise: Break each of these sentences down into two kernel sentences.

Example: Combination: Le vieux prof continuera à parler jusqu'à ce que nous sortions.

- Kernels: 1. Le vieux prof continuera à parler.
2. Nous sortirons.

A. Cloclo en parle, bien qu'il n'en sache rien.

K: 1. _____
2. _____

B. Nous ferons un pique-nique quoiqu'il y ait de la neige.

K: 1. _____
2. _____

C. Je serai sage à condition que papa me donne du chocolat.

K: 1. _____
2. _____

Si Clauses

Necessary background grammar

1. General understanding of the construction using an if clause plus a result clause
2. Understanding of the sequence of tenses in most commonly used si clause constructions

Combination exercise: Combine the kernel sentences into one sentence. Use si with the first kernel sentence; put the infinitive in the second kernel sentence into the proper tense, taking your cue from the tense of the verb in the first sentence.

- Example: Kernels: 1. Jacqueline vient me voir.
2. Je ne lui (parler) pas.

Combination: Si Jacqueline vient me voir je ne lui parlerai pas.

A. 1. Rachel gagne le grand prix.
2. Tout le monde en (être) heureux.

C: _____

B. 1. L'équipe s'entraîne sérieusement.
2. Elle (remporter) le championnat.

C: _____

C. 1. Vous voulez faire du ski.
2. Vous (pouvoir) nous accompagner à la piste.

C: _____

Breakdown exercise: Break the following sentences down into two kernel sentences.

Example: Combination: Si j'avais été à ta place, je lui aurais flanqué une gifle.

- Kernels: 1. J'avais été à ta place.
2. Je lui aurais flanqué une gifle.

- A. Si nous allions en France, nous visiterions le château de Chinon.
- B. Si tu lui téléphones, il descendra tes valises.
- C. Si vous leur aviez raconté cette histoire bizarre, ils ne vous auraient pas cru.

K: 1. _____
2. _____

K: 1. _____
2. _____

K: 1. _____
2. _____

C. COORDINATE CONSTRUCTIONS

Coordinate Predicate Adjectives

Necessary background grammar

1. Rules for formation of adjectives
2. Rules for agreement of adjectives

Combination exercise: The following kernel sentences contain predicate adjectives. Combine them into one sentence with coordinate adjectives (adjectives of equal value).

Example: Kernels: 1. Le servent sera humble.
2. Le servent sera docile.

Combination: Le servent sera humble et docile.

- A. 1. Mon neveu est timide.
2. Il est aussi craintif.

C: _____

- B. 1. A son avis, tous les animaux sont dangereux.
2. Les animaux sont aussi menaçants.

C: _____

- C. 1. Même les bébés sont vilains.
2. Les bébés sont désagréables.

C: _____

Breakdown exercise: Make two sentences out of each of the following.

Example: Combination: Au contraire ma nièce est joyeuse et charmante.

Kernels: 1. Au contraire ma nièce est joyeuse.
2. Elle est aussi charmante.

- A. Selon ma nièce le monde est toujours agréable et fascinant.

K: 1. _____
2. _____

- B. Les gens sont sympathiques et gentils.

K: 1. _____
2. _____

- C. Son frère seul est bête et impossible.

K: 1. _____
2. _____

Variation exercise--oral

Directions: The teacher will pass around an object in a paper bag to you or one of your classmates. Describe it without looking at it, using two predicate adjectives. Then the

other members of the class will try to guess what the object is by asking questions about the object's qualities. Refer to the following vocabulary list for useful adjectives.

circular: circulaire	furry: fourré(e)
cone-shaped: conique	fuzzy: duveteux, -euse, floconneux, -euse
cylindrical: cylindrique	gauzy: gazé(e)
oblong: oblong, oblongue	glossy: lustré(e)
rectangular: rectangulaire	grainy: grenu(e), grenelé(e)
rounded: arrondi(e)	greasy: graisseux, -euse
slanting: oblique	gritty: graveleux, -euse
square: carré	hairy: velu(e), chevelu(e), poilu(e), hirsute
triangular: triangulaire	hard: dur(e)
wedge-shaped: cunéiforme	heavy: lourd(e)
abrasive: abrasif(ive)	hollow: creux, -euse
bulbous: bulbeux, -euse	knotted: noueux, -euse
bulging: bombé(e)	light: léger, légère
clammy: moite, visqueux, -euse	moist: moite
coarse-grained: à gros grain	oily: huileux, -euse, gras(se), graisseux, -euse
concave: concave	padded: matelassé(e)
convex: convexe	pliable: pliable, flexible, pliant(e)
curved: courbé(e)	prickly: hérissé(e), épineux, -euse
dented: bosselé	puffy: bouffi(e)
downy: duveteux, -euse	rough: rude
dry: sec, sèche	rubbery: caoutchouteux, -euse
dull, blunt: émoussé(e)	sharp: pointu(e), aigu(e), tranchant(e)
dusty, powdery: poudreux, -euse	slick: lisse, luisant(e)
encrusted: encroûté(e), incrusté(e)	slimy: vaseux, -euse, limoneux, -euse
feathery: plumeux, -euse	soft: mou, molle
fibrous: fibreux, -euse	stiff: raide, rigide, ferme
flaky: floconneux, -euse	thick: épais(se)
flat: plat(e)	thin: mince, délié(e)
fluffy: pelucheux, -euse	wet: mouillé(e)

Adverbs of Manner

Necessary background grammar

1. Rules governing formation of adverbs
2. Rules governing placement of adverbs

Combination exercise: Combine the following pairs of sentences, changing the predicate adjective of the second sentence into an adverb.

Example: Kernels: 1. Elle travaille tous les jours.
2. Elle est sérieuse.

Combination: Elle travaille sérieusement tous les jours.

- | | |
|--|----------|
| A. 1. Mon oncle collectionne les artistes pour amis. | C: _____ |
| 2. Il est avide. | |
| B. 1. Trois vedettes de cinéma parlent. | C: _____ |
| 2. Elles sont nerveuses. | |
| C. 1. Une ballerine danse. | C: _____ |
| 2. Elle est énergique. | |

Breakdown exercise: Now separate the following sentences into two sentences, the second one containing the appropriate adjective form of the adverb.

Example: Combination: Un peintre français est arrivé récemment.

Kernels: 1. Un peintre français est arrivé.
2. C'était récent.

A. Ma tante reçoit courageusement les amis de mon oncle.

K: 1. _____
2. _____

B. Selon ma tante les vedettes de cinéma s'habillent scandaleusement.

K: 1. _____
2. _____

C. La ballerine fait maladroitement les pirouettes.

K: 1. _____
2. _____

Multiple embedding exercise: When there is more than one adverb, they are connected by et as in a series.

Example: Il conduisait à la soirée lentement et prudemment.

Combine the following sentences.

A. 1. Mon oncle offre de l'argent à ses amis.
2. Il est spontané et généreux.

C: _____

B. 1. Une jeune mime accepte cent dollars.
2. Il est brusque et impatient.

C: _____

C. 1. Ma tante prépare les canapés.
2. Elle est soigneuse et gracieuse.

C: _____

Coordinate Adverbs

Necessary background grammar

1. Rules for formation of adverbs
2. Position of adverbs within the sentence

Combination exercise: Combine the following kernel sentences into one sentence.

Example: Kernels: 1. La neige tombe doucement.
2. La neige tombe silencieusement.

Combination: La neige tombe doucement et silencieusement.

A. 1. Il paie entièrement la Sécurité Sociale.
2. Il paie exactement la Sécurité Sociale.

C: _____

B. 1. Il m'a parlé longuement.
2. Il m'a parlé froidement.

C: _____

C. 1. Janine sourit facilement.
2. Elle sourit sincèrement.

C: _____

Coordinate Nouns

Necessary background grammar

1. Formation of nouns (masculine, feminine, singular, plural)

2. Agreement of subject and verb
3. Agreement of adjectives

Combination exercise: Combine the following sentences, making any necessary changes in agreement with the verbs or adjectives.

Examples: Kernels: 1. J'adore le coq au vin.
2. J'adore les beignets.

Combination: J'adore le coq au vin et les beignets.

- | | |
|--|----------|
| A. 1. A ma surprise partie il y avait un clown. | C: _____ |
| 2. A ma surprise partie il y avait un petit singe. | |
| B. 1. Le clown portait un faux nez. | C: _____ |
| 2. Le clown portait une grosse moustache. | |
| C. 1. Le petit singe portait une veste rouge. | C: _____ |
| 2. Le petit singe portait des lunettes énormes. | |

Breakdown exercise: Make two or more sentences from each of the following, as in the example:

Example: Combination: Mon père a jeté ses cigares et ses cigarettes par la fenêtre.

Kernels: 1. Mon père a jeté ses cigares par la fenêtre.
2. Mon père a jeté ses cigarettes par la fenêtre.

- | | |
|---|-------------|
| A. L'autre jour j'ai pris une photo de Nanette et Lizelle. | K: 1. _____ |
| | 2. _____ |
| B. Lizelle portait une jupe sale et un corsage mal coupé. | K: 1. _____ |
| | 2. _____ |
| C. La semaine prochaine Lizelle a brûlé cette photo et aussi mon album. | K: 1. _____ |
| | 2. _____ |

Coordinate Verbs

Necessary background grammar

1. Recognition of prepositional phrases, partitive constructions, and direct and indirect object pronouns
2. Familiarity with reflexive verbs
3. Familiarity with avoir and être as auxiliary verbs
4. Familiarity with rules of agreement of past participles
5. Understanding of principles governing coordinate verbs

Example (1): Kernels: 1. Elle boit du vin.
2. Elle me chuchote.

Combination: Elle boit du vin et me chuchote.

Example (2): Kernels: 1. Nous avons accueilli vos amis.
2. Nous avons donné à boire à vos amis.

Combination: Nous avons accueilli vos amis et leur avons donné à boire.

Example (3): Kernels: 1. Il est monté dans l'avion.
2. Il s'y est assis.

Combination: Il est monté dans l'avion et s'y est assis.

Combination exercise: (1) Combine the following kernel sentences as in Example (1) above.

- A. 1. Kiki et Paul jouent au tennis.
2. Ils se bronzent au bord du lac.

C: _____

- B. 1. Je me lève à six heures.
2. Je me lave la tête.

C: _____

Combination exercise: (2) Combine the following kernel sentences as in Examples (2) and (3) above.

- A. 1. Ces mauvais enfants courent dans le métro.
2. Ils font du fracas dans le métro.

C: _____

- B. 1. Il a écrit cette lettre cruelle.
2. Il a envoyé cette lettre à son père.

C: _____

Breakdown exercise: Make two sentences from each of the following as in the example.

Example: Combination: Il a coupé un grand morceau et l'a avalé avec plaisir.

- Kernels: 1. Il a coupé un grand morceau.
2. Il l'a avalé avec plaisir.

- A. Les deux sœurs ont fait leurs courses et elles sont rentrées à la maison.

K: 1. _____
2. _____

- B. Les Français ont conquis et colonisé une partie de l'Afrique.

K: 1. _____
2. _____

- C. Les deux amoureux dansaient et murmuraient au clair de lune.

K: 1. _____
2. _____

D. OTHER PROBLEM-SOLVING EXERCISES

Present Participles as Adjectives

Necessary background grammar

1. Rules for formation of present participles
2. Formation of verbal adjectives differing from present participles
3. Rules of agreement and placement
4. Rules for use of present participle and verbal adjectives

Combination exercise: Combine the following kernel sentences into one sentence that contains a present participle derived from the second sentence.

- Example: Kernels: 1. Votre attitude me tracasse.
2. Votre attitude me dégoûte.

Combination: Votre attitude dégoûtante me tracasse.

- A. 1. L'eau est trop froide pour le bébé.
2. L'eau court.

C: _____

- B. 1. Le poème est difficile à traduire.
2. Le poème suit.

C: _____

- C. 1. Cet enfant hurle comme un loup.
2. Cet enfant m'énervé.

C: _____

Breakdown exercise: Break the following sentences down into two kernel sentences, according to the example.

Example: Combination: Ses mots séduisants ont affaibli ma résolution.

- Kernels: 1. Ses mots ont affaibli ma résolution.
2. Ses mots m'ont séduit.

- A. Les enfants obéissants reçoivent de riches récompenses.

K: 1. _____
2. _____

- B. Les souris n'ont pas peur du chat dormant.

K: 1. _____
2. _____

- C. "Je préfère une femme vivante," a dit mon grand-père.

K: 1. _____
2. _____

Transformation exercise--verbal adjectives: Change the following sentences to include a verbal adjective derived from the present participle.

Example: La lettre m'intrigue.
C'est une lettre intrigante.

- A. Cette femme me provoque.

- B. Ce bruit me fatigue.

- C. Ces remarques précèdent.

Past Participles as Adjectives

Necessary background grammar

1. Rules for formation of past participles
2. Rules for agreement of past participles
3. Position of past participles used as adjectives

Combination exercise: Combine the following kernel sentences into one, using a past participle as adjective.

Example: Kernels: 1. Les étudiants étaient furieux.
2. Les étudiants ont été punis.

Combination: Les étudiants punis étaient furieux.

- A. 1. On dit qu'un verre blanc porte bonheur.
2. Le verre blanc a été cassé.

C: _____

- B. 1. L'argent est sous le matelas.
2. L'argent a été volé.

C: _____

- C. 1. Le prince se transforme en grenouille.
2. Le prince a été enchanté.

C: _____

Breakdown exercise: Make two sentences from each of the following.

Example: Combination: Le château construit en pierres noires appartient à Barbe-Bleue.

- Kernels: 1. Le château appartient à Barbe-Bleue.
2. Le château a été construit en pierres noires.

BLUEBEARD'S WIFE

- A. "Les portes fermées à clef m'intriguent toujours."

K: 1. _____
2. _____

- B. "Il ne faut pas obéir à tout ordre donné."

K: 1. _____
2. _____

- C. "Mon dieu! Comme les têtes coupées sont affreuses!"

K: 1. _____
2. _____

Multiple embedding exercise: When two past participle adjectives follow a noun, they are joined with the conjunction et. Combine the following into one sentence.

- Example: Kernels: 1. Les enfants sont insupportables.
2. Ils sont gâtés et mal élevés.

Combination: Les enfants gâtés et mal élevés sont insupportables.

- A. 1. Mon guide connaît le français.
2. C'est le français parlé et écrit.

C: _____

- B. 1. J'adore un bifteck.
2. Le bifteck est salé et poivré.

C: _____

- C. 1. Les animaux sont entrés dans l'arche.
2. Ils étaient mouillés et trempés.

C: _____

Comparative Forms of Adjectives

Necessary background grammar

1. Formation of adjectives
2. Principles of agreement
3. Use of plus, aussi, moins
4. Use of irregular comparatives such as meilleur, mauvais, and pire
5. Use of bien and beaucoup to reinforce comparatives
6. Use of disjunctive (stress) pronouns in comparisons

Combination exercise: Combine the following kernel sentences into one sentence that expresses a comparative relationship.

- Example (1): Kernels: 1. Tu es adorable.
2. Elle est adorable aussi.

Combination: Elle est aussi adorable que toi.

Example (2): Kernels: 1. Germaine est assez sympathique.
2. Claude est très sympathique.

Combination: Claude est plus sympathique que Germaine.

Example (3): Kernels: 1. Les pommes vertes sont bonnes.
2. Les pommes rouges sont meilleures.

Combination: Les pommes rouges sont bien meilleures que les pommes vertes.

- | | |
|--|----------|
| A. 1. Robert est sérieux. | C: _____ |
| 2. Paul n'est pas très sérieux. | |
| B. 1. Le grand Saint Bernard n'est pas féroce. | C: _____ |
| 2. Le petit pékinois est bien féroce. | |
| C. 1. La situation chez vous est mauvaise. | C: _____ |
| | or |
| 2. La situation chez moi est plus mauvaise. | C: _____ |

Breakdown exercise: Make two sentences from each of the following.

Example: Combination: La roulette russe est plus dangereuse que le poker.

Kernels: 1. Le poker est dangereux.
2. La roulette russe est plus dangereuse.

- | | |
|---|-------------|
| A. Le professeur est aussi brillant qu'Einstein. | K: 1. _____ |
| | 2. _____ |
| B. Elle est moins charmante que lui. | K: 1. _____ |
| | 2. _____ |
| C. Le pain français est meilleur que le pain américain. | K: 1. _____ |
| | 2. _____ |

Infinitive Constructions

Use of Infinitive vs. Use of Subjunctive

Necessary background grammar

1. Knowledge of how to form the subjunctive
2. Understanding of uses of the subjunctive
3. Recognition of -er, -ir, -re infinitive forms
4. Understanding of use of infinitive when subject of sentence is same as subject of infinitive

Combination exercise: Combine the following kernel phrases into one sentence that contains an infinitive.

Example: Kernels: 1. Je conduis.
2. Je le préfère . . .

Combination: Je préfère conduire.

- | | |
|---------------------------------------|----------|
| A. 1. Vous regardez un film insipide. | C: _____ |
| 2. Vous le détestez. | |

- B. 1. Mon oncle va à la pêche.
2. Il l'aime.
- C. 1. Le coq noir crie à l'aube.
2. Je l'entends.

C: _____

C: _____

Breakdown exercise: Break the following sentences down into two kernel phrases.

Example: Combination: Vous venez voir le veau à deux têtes.

- Kernels: 1. Vous voyez le veau à deux têtes.
2. Vous venez.

- A. Je pars faire une promenade le long de la rivière.

K: 1. _____
2. _____

- B. Le vieil homme est descendu acheter son journal favori.

K: 1. _____
2. _____

- C. Nous espérons pouvoir trouver du chewing gum américain.

K: 1. _____
2. _____

Use of Infinitive with or without Prepositions

Necessary background grammar

1. Understanding of infinitives used directly after principal verb
2. Understanding of infinitives used after preposition à
3. Understanding of infinitives used after preposition de

Note: See, for example, Jacqueline Ollivier, Grammaire française, pp. 18-21 for representative lists.

Combination exercise: Combine the following sentences into one that uses an infinitive.

- Example: Kernels: 1. Ginette va sécher la classe vendredi.
2. Elle a tort.

Combination: Ginette a tort de sécher la classe vendredi.

- A. 1. Marc part en avion pendant l'orage.
2. Il a peur.

C: _____

- B. 1. Vous refusez les devoirs tachés.
2. Vous avez raison.

C: _____

- C. 1. Le Premier Ministre vous donne un coup de téléphone.
2. Il n'a pas le temps.

C: _____

II. Sample Paragraph Exercise

- Students silently read the following passage on a handout or from an overhead transparency. New words and idioms can be glossed.

VOYAGE DANS L'ILE DES PLAISIRS

par
Fénelon

"Après avoir longtemps vogué sur la mer Pacifique, nous avons aperçu de loin en loin une île de sucre avec des montagnes de compote, des rochers de sucre candi et de caramel, et des rivières de sirop qui coulaient dans la campagne. Les habitants, qui étaient fort friands, léchaient tous les chemins et suçaient leurs doigts après les avoir trempés dans les fleuves. Il y avait aussi des forêts de réglisse et de grands arbres d'où tombaient des gaufres que le vent emportait dans la bouche des voyageurs."

- After they have read the passage, the students write out the T-units (see p. 1) sequentially.

1. Après avoir longtemps vogué sur la mer Pacifique, nous avons aperçu de loin en loin une île de sucre avec des montagnes de compote, des rochers de sucre candi et de caramel, et des rivières de sirop qui coulaient dans la campagne.
2. Les habitants, qui étaient fort friands, léchaient tous les chemins et suçaient leurs doigts après les avoir trempés dans les fleuves.
3. Il y avait aussi des forêts de réglisse et de grands arbres d'où tombaient des gaufres que le vent emportait dans la bouche des voyageurs.

- T-units are repeated orally and the teacher poses simple content questions.

1. Sur quelle mer est-ce que vous avez vogué?
2. Est-ce que vous avez vogué longtemps?
3. Qu'est-ce que vous avez aperçu de loin en loin?
4. Décrivez les montagnes.
5. Décrivez les rochers.
6. Où coulaient les rivières de sirop? etc.

- Students are asked to break down T-units that contain subordinate clauses into simpler sentences.

Example: "Il y avait aussi des forêts de réglisse et de grands arbres d'où tombaient des gaufres que le vent emportait dans la bouche des voyageurs" becomes:

1. Il y avait aussi des forêts.
2. Ces forêts étaient de réglisse.
3. Il y avait aussi des arbres.
4. Ces arbres étaient grands.
5. Des gaufres tombaient de ces arbres.
6. Le vent emportait ces gaufres.
7. Il les emportait dans la bouche.
8. C'était la bouche des voyageurs.

- In the final step, students recombine the sentence parts into the original whole. The teacher asks for a silent re-reading of the passage and then on a second handout or transparency presents the T-units in dehydrated form for reconstruction. The recombinations need not be exactly like the original.

Example:

habitants/ qui/ être/ fort/ friand/ lécher/ tous/ chemins/ sucer/ leur/ doigts/ après/ les/ avoir tremper/ dans/ fleuves.

Les habitants, qui étaient fort friands, léchaient tous les chemins et suçaient leurs doigts après les avoir trempés dans les fleuves.

Variation exercise: (1) Students use the vocabulary of the passage and create a new paragraph with a different setting and different cast of characters.

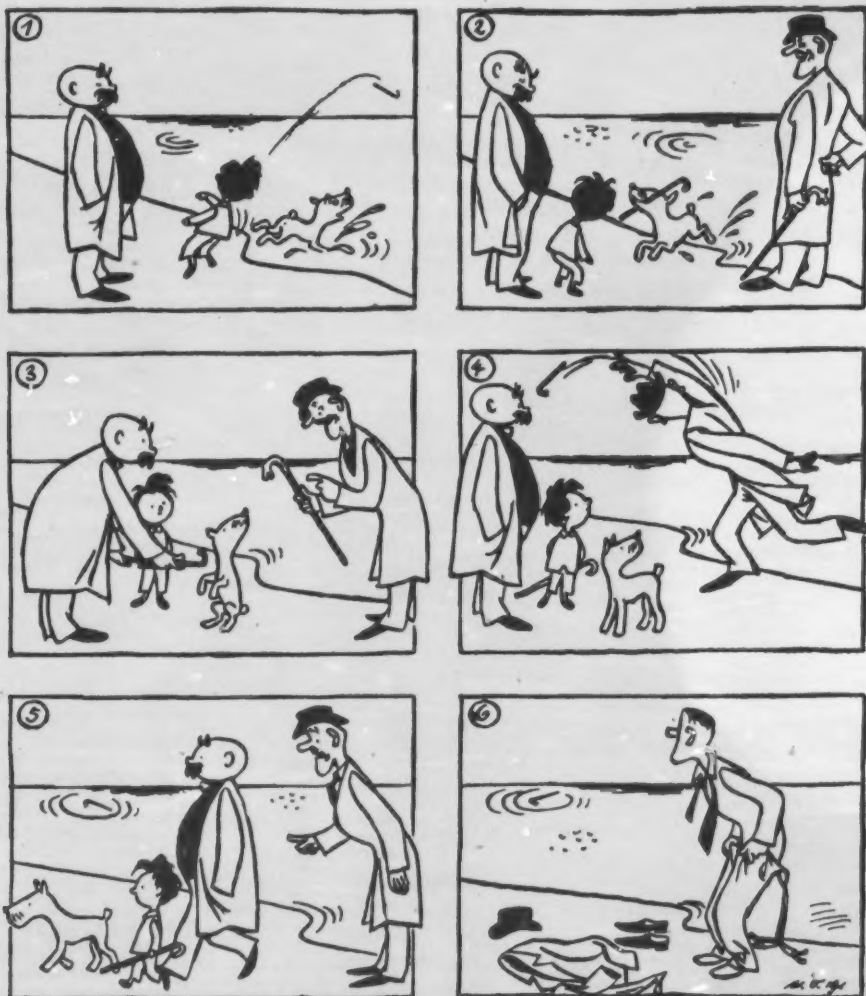
Variation exercise: (2) The teacher selects one or two of the most creative paragraphs and prepares a handout giving the kernel sentences of the student's paragraph in sequential order. The task of the students is to reconstruct the whole from the parts.

III. Sample Composition Exercise

LE CHIEN ET LA CANNE

The purpose of this exercise is to give students a structured experience in composition while encouraging them to use a variety of sentence-combining techniques and a varied vocabulary. As a first step, the teacher gives each student a handout of a cartoon story similar to the one below. (An overhead projector could also be used.) The handout contains a frame-by-frame vocabulary to assist the students in composing a narrative paragraph.

Le Chien et la Canne²⁵



Vocabulary Suggestions for
"Le chien et la canne"

Directions to Student: The following vocabulary will help you formulate kernel sentences to describe the events in the cartoon story "Le chien et la canne." You need not use all the words listed. You will certainly want to add words of your own.

<u>Frame 1:</u>	au bord de la mer	: at the seashore
	s'amuser	: to have a good time
	une canne	: a cane
	jeter	: to throw
	gros	: fat
	chauve	: bald
	les sourcils	: eyebrows
	une moustache	: a moustache
	touffu	: bushy
	avoir l'air gentil	: to seem nice
	sauter	: to jump
	aller chercher	: to fetch
<u>Frame 2:</u>	faire une promenade	: to take a walk
	avoir l'air distingué	: to seem distinguished
	s'intéresser à	: to be interested in
	un jeu	: a game
	rapporter	: to bring back (an object)
	avoir l'air fier	: to seem proud
	sourire	: to smile
<u>Frame 3:</u>	montrer	: to show
	regarder	: to look at
	avoir l'air étonné	: to seem astonished
	être surpris	: to be surprised
<u>Frame 4:</u>	énergiquement	: energetically
	bouger	: to budge, to move
	ne rien dire	: to say nothing
	ne rien faire	: to do nothing
	vas-y!	: go to it!
<u>Frame 5:</u>	partir	: to leave
	flotter	: to float
	avoir l'air soucieux	: to seem worried
	mécontent	: unhappy
<u>Frame 6:</u>	se déshabiller	: to undress
	les vêtements	: clothes
	ôter	: to take off
	les chaussures	: shoes
	le pantalon	: trousers
	les bretelles	: suspenders
	la chemise	: shirt
	la cravate	: necktie
	nager	: swim
	rattraper	: to get again
	fâché	: angry
	tout seul	: all alone

Procedure: After the handouts are distributed, the teacher works with the class as a whole to elicit kernel sentences describing the cartoon situation. The kernel sentences for each frame are written rapidly on the board as they are given. Students are encouraged to contribute sentences describing as many details--emotional as well as physical--as they can pinpoint. The teacher facilitates the rapid flow of kernel sentences by asking questions if necessary. At this point it

is important to create a warm and humorous atmosphere so that every student will feel free to contribute ideas.

Examples of kernel sentences that might be elicited for "Le chien et la canne" include the following:

- Frame 1:
1. Il y a un homme.
 2. Il y a un garçon.
 3. L'homme est le père du garçon.
 4. Ils sont sur la plage.
 5. Ils sont au bord de la mer.
 6. Ils s'amusent.
 7. Ils ont un chien.
 8. Le chien est petit.
 9. Il est blanc.
 10. L'homme est gros.
 11. Il est chauve.
 12. Il a une moustache.
 13. La moustache est noire.
 14. Il a des sourcils.
 15. Les sourcils sont touffus.
 16. L'homme a l'air gentil.
 17. Le garçon est petit.
 18. Il jette quelque chose dans l'eau.
 19. C'est une canne.
 20. Le chien s'appelle Médor.
 21. Le garçon lui dit, "Médor, va chercher la canne!"
 22. Le chien saute dans l'eau.

- Frame 2:
1. Voilà un autre homme qui arrive.
 2. Il fait une promenade.
 3. Il porte un chapeau.
 4. Il porte un manteau.
 5. Il a une canne.
 6. C'est une belle canne.
 7. C'est une canne extraordinaire.
 8. L'homme a l'air distingué.
 9. Il s'intéresse au jeu.
 10. C'est un jeu amusant.
 11. Il sourit.
 12. Le père et son fils regardent le chien.
 13. Le chien rapporte la canne.
 14. Le chien a l'air fier, etc.

Procedure: The activity to this point has been a group effort. Now the students copy the kernel sentences from the board and individually prepare a narrative description of the cartoon. Frame by frame, they combine the kernel sentences into more grammatically complex sentences, using the sentence-combining strategies that they have already learned.

An example of such a paragraph might be:

Frame 1: Un père et son fils s'amusent sur la plage au bord de la mer. Ils ont un petit chien blanc qui s'appelle Médor. L'homme, qui a l'air gentil, est gros et chauve, mais il a une moustache noire et les sourcils touffus. Le petit garçon jette une canne dans la mer. Il crie, "Médor, va chercher la canne!" Le petit Médor saute dans l'eau et va la chercher.

As a follow-up activity, the teacher can project several of the paragraphs on the overhead for analysis and discussion. Or the students can present their final versions in small groups and select several interesting ones to share with the class.

This same procedure can be followed with any stimulating visual--a poster, a painting, a photograph. Students should always be encouraged to inject creative interpretations of their own--a casual pedestrian in a street scene may be an undercover agent for a foreign power; two men

sipping coffee at a sidewalk café may be astronauts reminiscing about their walk on the moon; a picnicking family looking toward the woods may be watching a bear chase Tante Odile up a tree, etc.

IV. Rewrite Test

Below you will find two paragraphs in very simple sentences. Please rewrite these paragraphs. You can combine sentences as you want. You can leave out unnecessary words, but not any information. Please do not add any new information.

Vocabulaire

un appartement	: apartment	appeler	: to call
un immeuble	: building	la voisin(e)	: neighbor
préparer	: to prepare	un cours	: class
le petit déjeuner:	breakfast	s'y rendre à pied:	to walk somewhere (previously mentioned)

Henri est professeur. Il travaille à l'université. Il habite à Atlanta. Marthe est sa femme. Elle est professeur au lycée. Elle travaille en ville. Ils ont deux enfants. Marie est leur fille. Elle a dix ans. Thomas est leur fils. Il a huit ans. Ils ont un appartement. Il est petit. Il est joli. L'appartement est dans un immeuble. L'immeuble est vieux. L'immeuble est sur une rue. La rue s'appelle Broadway.

C'est aujourd'hui lundi. Il est sept heures. C'est le matin. Henri est au lit. Il dort. Marthe prépare le petit déjeuner. Les enfants dorment. Bientôt la mère appelle les enfants. Ils mangent vite. Leurs cours commencent à huit heures. Il fait beau dehors. Leur école est tout près. Ils s'y rendent à pied. Robert s'y rend avec eux. C'est leur voisin. Ce sont de bons amis. Ils arrivent à l'école. Il n'est pas encore huit heures.

GERMAN SENTENCE-COMBINING EXERCISES

The German exercises are organized according to the following outline.

I. Problem-solving exercises

A. Noun constructions

1. Noun plus adjective (p. 41)
2. Noun plus appositive (p. 44)
3. Noun plus preposition (p. 44)
4. Noun plus relative clause (p. 45)
5. Noun clauses as objects (p. 47)

B. Adverbial clauses

1. Time (p. 48)
2. Condition (p. 49)
3. Cause, concession, and purpose (p. 49)

C. Coordinate constructions

1. Adjectives (p. 50)
2. Adverbs (p. 50)
3. Nouns (p. 50)
4. Verbs (p. 50)

D. Other problem-solving exercises

1. Present and past participles as adjectives (p. 51)
2. Comparative and superlative forms of adjectives (p. 51)
3. Infinitive constructions (p. 51)

II. Sample paragraph exercise (p. 53)

III. Sample composition exercise (p. 54)

IV. Rewrite test (p. 55)

* * *

I. Problem-solving Exercises

A. NOUN CONSTRUCTIONS

Noun plus Adjective

Necessary background grammar

1. Basic use of four cases
2. Der-word and ein-word endings in four cases
3. Weak and strong adjective endings

General Introduction to Sentence Combining

Nouns modified by adjectives are constructions where one or more simple (kernel) sentences containing predicate adjectives have been combined to make a single sentence. The sentences below illustrate how this works in English:

- Kernels: 1. The man is a detective.
2. The man is tall.

The (~~the man is~~ tall) man is a detective.

Combination: The tall man is a detective.

In German, the combining process is similar, for the adjective comes before the noun of the main sentence, after the subject and verb of the second sentence have been deleted. The only difference is that the adjective has an ending that agrees in person, number, and gender with the noun it precedes.

- Kernels: 1. Der Mann ist Detektiv.
2. Der Mann ist groß.

Der (~~der Mann ist~~ groß + e) Mann ist Detektiv.

Combination: Der große Mann ist Detektiv.

Combination exercise: Combine these pairs of sentences by using adjective constructions. The first sentence should remain the main sentence.

- Example: Kernels: 1. Dieser Fluß ist die Donau.
2. Dieser Fluß ist breit.

Combination: Dieser breite Fluß ist die Donau.

- A. 1. Wem gehört der Porsche?
2. Er ist neu.

C: _____

- B. 1. Es ist die Geschichte einer Liebe.
2. Die Liebe ist groß.

C: _____

- C. 1. Ich wohne nicht weit von diesem Hotel.
2. Dieses Hotel ist groß.

C: _____

- D. 1. Ich kaufe einen Anzug.
2. Der Anzug ist blau.

C: _____

Breakdown exercise: Give the constituent parts for the following sentences. Study the example.

Example: Combination: Er wohnt in einem gemütlichen Haus.

- Kernels: 1. Er wohnt in einem Haus.
2. Das Haus ist gemütlich.

- A. Er kämpft gegen den bekannten Weltmeister.

K: 1. _____
2. _____

- B. Er sitzt immer in seinem dunklen Büro.

K: 1. _____
2. _____

- C. Es ist während einer stürmischen Nacht passiert.

K: 1. _____
2. _____

Combining of multiple adjectives: Below are pairs of sentences. The second sentence always contains a series of predicate adjectives. Join the second sentence to the first by using adjective constructions.

Example: Kernels: 1. Dort steht mein Volkswagen.

2. Er ist klein, alt, und klapprig.

Combination: Dort steht mein kleiner, alter, klappriger VW.

- A. 1. Meine Frau beobachtet den Mann.
2. Er ist groß, gutaussehend, und elegant. C: _____
- B. 1. Wo hast du diese Kleider gekauft?
2. Sie sind altmodisch und häßlich. C: _____
- C. 1. Die Polizei hat den Eltern geholfen.
2. Die Eltern waren verzweifelt und hoffnungslos. C: _____

Free-answer questions: Give answers in German to the questions below and try to incorporate in your answers as many adjectives as good style would dictate. Refer to vocabulary sections for adjectives you can use.

(The teacher could help students prepare their answers by listing appropriate adjectives on the blackboard and by passing out a vocabulary sheet. In addition, many of these questions could be worked on during classtime with the teacher assisting the students in formulating their answers.)

1. Sie sind neulich ins Kino gegangen. Beschreiben Sie den Film, den Sie gesehen haben.

Wortschatz: spannend, aufregend, interessant, beeindruckend, faszinierend, usw.

2. Vergleichen Sie einen Mercedes mit einem Volkswagen.

Wortschatz: schnell, rasant, sportlich, langsam, alt, neu, klapprig, elegant, usw.

3. Was für Musik haben Sie gern?

Wortschatz: klassisch, modern, romantisch, mittelalterlich, barock, laut, leise, betäubend, usw.

Guided mini-essays concentrating on adjective constructions: You will be given a specific topic or situation, plus an appropriate vocabulary list. Write a brief essay, utilizing the provided vocabulary whenever possible.

(The instructor should aid students in their writing attempts by helping them work on their essays in class or by beginning one on the board as an example.)

1. Sie sind Arzt und behandeln einen Patienten (eine Patientin).

Wortschatz: Substantive--das Büro, das Kopfweh, das Fieber, das Thermometer, das Stethoskop, das Rezept, die Medikamente, die Flecken

Adjektive--sauber, besorgt, krank, blaß, schwindlig, nervös, vorsichtig, zitternd, heiß, fieberig, freundlich, aufgeregt, schwach, streng, rot, weiß

2. Sie sind in Deutschland. Beschreiben Sie ihrem besten deutschen Freund ihren Heimats- oder Lieblingsstaat.

Wortschatz: Substantive--der Berg, -e; der See, -n; die See, -n; der Baum, -e; das Blatt, -er; die Jahreszeit, -en; das Klima; der Wald, -er; die Landschaft, -en; die Hauptstadt, -e; die Einwohnerzahl

Adjektive--groß, klein, reich, arm, warm, kalt, wenig, viel, herrlich, heiß, schwül, grün, trocken, regnerisch, typisch, angenehm

Noun plus Appositive

Necessary background grammar

1. Use of the four cases
2. Der-word and ein-word forms in nominative, genitive, accusative singular and plural
3. Understanding of appositive constructions in general through English examples

Combination exercise

Example: Kernels: 1. Dort steht mein Freund.
2. Er ist der lustigste Junge in unserer Klasse.

Combination: Dort steht mein Freund, der lustigste Junge in unserer Klasse.

- A. 1. Das Auto meines Bruders ist leider kaputt.
2. Mein Bruder ist ein Spieler. C: _____
- B. 1. Ich muß meinem Vetter helfen.
2. Er ist ein Dummkopf. C: _____
- C. 1. Wir haben unseren Nachbarn überrascht.
2. Er ist Arzt. C: _____

Noun plus Preposition

Background grammar

1. Use of dative and accusative forms of der- and ein-words
2. The following accusative prepositions: durch, für, gegen, ohne, and um
3. These dative prepositions: aus, bei, mit, nach, seit, von, and zu
4. The following two-way prepositions with dative case: an, auf, hinter, in, neben, unter, vor, and zwischen

(Only the prepositions that frequently modify nouns have been included in the list above.)

Breakdown exercise with accusative prepositions: Write out the short sentences that make up the combinations.

- A. Der Tunnel durch den Berg ist lang. K: 1. _____
2. _____
- B. Das Geschenk für meine Frau ist teuer. K: 1. _____
2. _____
- C. Er spricht viele Worte ohne Inhalt. K: 1. _____
2. (Seine Worte) _____

Combination exercise with dative prepositions

- A. 1. Das Kleid ist durchsichtig.
2. Das Kleid ist aus Papier. C: _____
- B. 1. Das Konto ist hoch.
2. Es ist bei der Volksbank. C: _____
- C. 1. Das Haus ist teuer.
2. Das Haus hat Zentralheizung. (Delete hat and use mit.) C: _____

Dative writing exercise with two-way prepositions

Study the picture and vocabulary below. Imagine that there's a mouse in the room. Construct nine sentences or more, according to the example, by using the following prepositions: auf, an, hinter, in, neben, über, unter, vor, and zwischen.

Example: Die Maus vor der Tür ist hungrig. Die Maus hinter der Stehlampe ist braun.

Wortschatz

die Maus, -e	: mouse	der Fernsehapparat, -en	: T.V.
klein	: small	das Buch, -er	: book
grau	: gray	das Fenster, -	: window
weiß	: white	der Kühlschrank, -e	: refrigerator
weich	: soft	der Vorhang, -e	: curtain
hungrig	: hungry	das Bild, -er	: picture
ängstlich	: afraid	die Tür, -en	: door
das Sofa, -s	: sofa	der Tisch, -e	: table
der Stuhl, -e	: chair	der Teppich, -e	: carpet
die Stehlampe, -n	: lamp	der Mülleimer, -	: garbage pail
das Glas, -er	: glass	der Ausguß, -(ss)e	: sink

(See illustration, p. 21)

Accusative writing exercise with two-way prepositions

In order to give students additional practice in using two-way prepositions, the teacher can introduce a cat into the situation. By asking the questions "Wohin läuft die Katze?" "Wohin läuft die Maus?" "Wo ist die Katze?" and "Wo ist die Maus?" the teacher can give the students structured practice in alternating accusative and dative cases.²⁶

Noun plus Relative Clause

Necessary background grammar

1. Use of case
2. Subordinate clause word order (with one verb or more)
3. Relative pronoun forms

Combination exercise

Nominative Case

- K: 1. Otto kommt von der Lehrerin.
2. Sie hat ihm das Problem erklärt.

C: _____

Genitive Case

- K: 1. Dort ist die Dame.
2. Ich habe ihre Handtasche gefunden.

C: _____

Dative Case

- K: 1. Der Junge ist mein Sohn.
2. Ich bin ihm 10,00 Dollar schuldig.

C: _____

Accusative Case

- K: 1. Der Anzug ist altmodisch.
2. Der Clown trägt ihn.

C: _____

Plural

- K: 1. Die Hunde sind bissig.
2. Ich soll sie füttern.

C: _____

Relatives with Prepositions

- K: 1. Der Film war gut.
2. Alle sprechen über den Film.

C: _____

Proverb paraphrasing exercise: Below is a list of proverbs or sayings commonly used by Germans to comment on some situation in daily life. Paraphrase each one by using a relative clause construction and then try to give the English equivalent.

Examples: Proverb: Wer zuletzt lacht, lacht am besten.

Paraphrase: Ein Mensch, der zuletzt lacht, lacht am besten.
(He who laughs last, laughs best.)

Proverb: Wer mit Hunden ins Bett geht, steht mit Flöhen auf.

Paraphrase: Jemand, der mit Hunden ins Bett geht, steht mit Flöhen auf.
(Someone who sleeps with dogs gets up with fleas.
You're known by the company you keep.)

Below is a list of additional proverbs that lend themselves to paraphrasing or rewriting with relative clauses.

1. Wer nicht sät, wird auch nicht ernten.
2. Wer Eierkuchen will, muß Eier aufschlagen.
3. Wer Unnötiges kauft, wird bald Notwendiges verkaufen.
4. Wer auf die Zeit wartet, dem fehlt die Zeit.
5. Wer viel anfängt, beendet wenig.
6. Wer andern eine Grube gräbt, fällt selbst hinein.
7. Wer zwei Hasen zugleich jagt, fängt keinen.
8. Wer will, dem ist alles möglich.
9. Wer das Laub fürchtet, bleibe aus dem Walde.
10. Wer im Glashaus sitzt, soll nicht mit Steinen werfen.

Variation exercise: The following sentence pairs are arranged in three groups. Although each pair can be combined by a relative clause construction, there are other stylistic possibilities. For example, in group A, an adjective construction can be used. The sentences in group B can be combined with prepositional phrases, and those in group C with appositives.

Example for group A: Kernels: 1. Ich habe eine Katze.
2. Sie ist schwarz.

Combination: 1. Ich habe eine Katze, die schwarz ist.
2. Ich habe eine schwarze Katze.

Example for group B: Kernels: 1. Der Vogel ist eine Eule.
2. Er sitzt in dem Kirschbaum.

Combination: 1. Der Vogel, der in dem Kirschbaum sitzt, ist eine Eule.
2. Der Vogel in dem Kirschbaum ist eine Eule.

Example for group C: Kernels: 1. Ich muß meinem Vetter helfen.
2. Er ist ein Dummkopf.

- Combination: 1. Ich muß meinem Vetter helfen, der ein Dummkopf ist.
2. Ich muß meinem Vetter, einem Dummkopf, helfen.

Noun Clauses as Objects

Necessary background grammar

1. Formation and use of subjunctive II in indirect discourse²⁷
2. Subordinate clause word order after daß and interrogatives

Transformation exercise: Change the following direct statements to indirect ones by beginning each statement with the introductory clauses given below. Be sure to make necessary pronoun, verb, and word order changes.

Example: Ich komme zur Party.

Er sagte, er käme zur Party. (Er sagte, daß er zur Party käme.)

- A. Sie will nicht kommen.
Sie deutete an, daß _____
- B. Du bist ein guter Freund. (Du bist eine gute Freundin.)
Er sagte mir, daß _____
- C. Ich las bis spät in die Nacht.
Er antwortete, daß _____
- D. Kommt deine Schwester mit ins Kino?
Er fragte mich, ob _____
- E. Wo waren Sie gestern?
Er fragte mich, wo _____

Personalization exercise

Directions for instructor: By using a question-answer technique, get students to restate orally (and in writing) what a fellow student has just said.

Example: Teacher: John, wie ist das Wetter heute?

John: Es ist schön draußen.

Teacher: Mary, was hat John gesagt?

Mary: John hat gesagt, es wäre schön draußen.

This technique can also be used to elicit questions, e.g., "John, frag Mary, wann sie nach Hause geht," or "Frag mich, wieviel Uhr es ist." Then the instructor can have other students rephrase these questions in indirect speech.

Below are other sample questions.

- A. Wie sieht Ihr Zimmer zu Hause aus?
B. Was haben Sie gestern abend getan?
C. Was haben Sie heute abend vor?
D. Was ist Ihr Lieblingsfilm (-getränk, -buch, usw)?

Multiple combining exercise: Below are sets of sentences that can be combined by using the constructions already covered. Always delete the underlined words. Cues for possible ways of combining are given in parentheses.

Example: Kernels: 1. Paul sagte mir etwas.

2. Er wohnt in einer anderen Stadt. (Paul + relative)
3. "Ich kann nicht nach Hause fahren." (Ind. speech)

Combination: Paul, der in einer anderen Stadt wohnt, sagte mir, er könnte nicht nach Hause fahren.

- A. 1. Peter schrieb mir etwas.
2. Peter studiert in München. (Peter + relative)
3. "Ich finde die Deutschen nett." (Ind. speech)
- B. 1. Inge sagte mir etwas.
2. "Ich kann nicht kommen." (Ind. speech)
3. "Ich habe kein Geld." (Use weil + ind. speech.)

C: _____

C: _____

B. ADVERBIAL CLAUSES

Time

Necessary background grammar

1. Subordinate clause word order
2. Use of subordinate conjunctions of time

Combination exercise: Combine the following pairs of sentences by using the conjunctions given in parentheses. The underlined sentences should become the subordinate clauses.

- A. 1. Ich gehe ins Bett.
2. Ich bin müde. (when)
- B. 1. Du mußt mir helfen.
2. Du gehst ins Kino. (before)
- C. 1. Er ist in München. (since)
2. Er besucht jeden Tag das Deutsche Museum.
- D. 1. Er hat viele Sehenswürdigkeiten besichtigt.
2. Er war in Deutschland. (while)

C: _____

C: _____

C: _____

C: _____

Variation exercise: In many cases the same information in a subordinate clause can be expressed by a prepositional phrase.

- Examples:
- A. Während er krank war, konnte er nicht arbeiten, oder Während seiner Krankheit konnte er nicht arbeiten.
 - B. Als er ankam, begann es zu regnen, oder Bei seiner Ankunft begann es zu regnen.
 - C. Bevor er abreiste, ging er auf die Bank, oder Vor seiner Abreise ging er auf die Bank.

Rewrite the following sentences using prepositional phrases in place of the underlined subordinate clauses. Follow the example sentences above.

- A. Nachdem er gestorben war, stritten seine Söhne um die Erbschaft.
(der Tod) _____
- B. Seitdem sie krank ist, bleibt sie zu Hause.
(die Krankheit) _____

- C. Als sie ihn das letzte Mal anrief, war er sehr unfreundlich.
(der Anruf, bei)

Condition

Necessary background grammar

1. Formation of subjunctive II in future, present, and past tenses
2. Word order in contrary-to-fact sentences

Combination exercise: The underlined sentence should become the wenn-clause.

- A. 1. Ich fahre wieder nach Deutschland.
2. Ich besuche die DDR. C: _____
- B. 1. Ich werde ins Bett gehen.
2. Ich bin müde. C: _____
- C. 1. Ich hatte etwas Geld.
2. Ich konnte mir einen neuen Anzug kaufen. C: _____

Cause, Concession, and Purpose

Necessary background grammar

1. Main clause and subordinate clause word order
2. Use of weil (da)--because, since; obgleich, obwohl, obschon--although; damit, um . . . zu--so that, in order to

Combination exercise: Combine the following pairs of sentences by using the conjunctions in parentheses. The underlined sentences should become the subordinate clauses.

- A. 1. Es gibt viele Wälder in Deutschland.
2. Es regnet häufig. (weil) C: _____
- B. 1. Er las das Buch.
2. Es interessierte ihn nicht. (obwohl) C: _____
- C. 1. Er wurde auf sie aufmerksam. (damit)
2. Sie lackierte ihre Fingernägel. C: _____

Variation exercise with clauses of purpose: If the subject of the main clause and the subordinate is the same, the latter can be replaced with an um . . . zu (in order that . . .) infinitive construction.

Example: Ich gehe nach Berlin, damit ich Medizin studieren kann, oder
Ich gehe nach Berlin, um Medizin zu studieren.

Rewrite the following sentences by changing the underlined portion to an um . . . zu phrase.

- A. Ich arbeite Tag und Nacht, damit ich mein Ziel erreiche.
- B. Ich nehme ein Taxi, damit ich rechtzeitig ankomme.

C. COORDINATE CONSTRUCTIONS

Necessary background grammar

1. Adjective endings
2. Use of four cases with der- and ein-words
3. Tenses (including modals)

Adjectives

Example (predicate adjective):

- Kernels: 1. Ich finde Miss September schön.
2. Ich finde sie aber zu schlank.

Combination: Ich finde Miss September schön aber zu schlank.

Adverbs

- Example: Kernels: 1. Der Schnee fällt leise.
2. Der Schnee fällt dicht.

Combination: Der Schnee fällt leise und dicht.

Nouns

- Examples: Kernels: 1. Er fuhr gegen den Baum.
2. Er fuhr in den Graben.

Combination: Er fuhr gegen den Baum und in den Graben.

- Kernels: 1. Wo hast du dieses Brot gekauft?
2. Wo hast du diesen Käse gekauft?

Combination: Wo hast du dieses Brot und diesen Käse gekauft?

Verbs

- Example: Kernels: 1. Deutsche essen Sauerkraut.
2. Sie trinken Löwenbräu.
3. Sie tragen Lederhosen.

Combination: Deutsche essen Sauerkraut, trinken Löwenbräu und tragen Lederhosen.

Free-answer questions

- A. Beschreiben Sie Ihren Freund (bzw. Freundin).
(For practice in combining multiple adjectives)
- B. Beschreiben Sie den Frühling (Sommer, Herbst, Winter) in Ihrer Stadt.
(For adjective practice)
- C. Beschreiben Sie, wie Sie Deutsch sprechen.
(For practice with adverbs)

Guided essay for coordinated nouns: Es ist Frühling. Sie wollen mit Ihrem Freund (bzw. Freundin) auf ein Picknick gehen. Was werden Sie mitnehmen? Was alles werden Sie essen und trinken? (Längere Antwort bitte. Die Vögel singen in den Bäumen und Büschen, und die Frühlingsfarben sind kaum zu glauben. Und Sie sind nicht allein.)

Wortschatz zum Picknick

der Laib Brot	: loaf of bread	die Flasche, -n	: bottle
das Messer, -	: knife	(eine Flasche Wein)	: (bottle of wine)
die Gabel, -n	: fork	der Korkenzieher	: bottle opener (corkscrew)
der Löffel, -	: spoon	die Thermosflasche, -n	: thermos
das belegte Brot		das Getränk, -e	: drink
(die belegten Brote):	sandwich	der Papierbecher, -	: paper cup
das Käsebrötchen, -e	: cheese sandwich	der Papierteller	: paper plate
der Käse	: cheese	die Edwaren	: food
die Käsesorten	: types of cheese	das Tuch, -er	: table cloth
die Wurst, -e	: sausage	die Serviette, -n	: napkin
der Picknickkorb	: picnic basket		

D. OTHER PROBLEM-SOLVING EXERCISES

In addition to the sentence-combining constructions already discussed, there are other constructions in German that easily lend themselves to the format of the exercises illustrated in the preceding sections.

1. Present and past participles used as adjectives:

das weinende Kind (the crying child)
das gestohlene Geld (the stolen money)

2. Comparative and superlative forms of adjectives

A. Uninflected forms

- (1) Er ist so groß wie ich. (He's as tall as I am.)
- (2) Er ist größer als ich. (He's taller than I am.)
- (3) Je schneller der Wagen, desto teurer ist er.
[The faster the car, the more expensive it is.]

B. Inflected forms

- (1) Gestern war ein schönerer Tag. (Yesterday was a prettier day.)
- (2) Hans ist der fleißigste Student. (Hans is the most diligent student.)

3. Infinitive constructions with certain verbs and predicate adjectives

Infinitive Constructions

Necessary background grammar

1. Subordinate clause word order
2. Infinitive constructions

Variation exercise with infinitive constructions: Join the following pairs of sentences according to the examples. Always delete the underlined words.

- Examples: Kernels: 1. Er hofft etwas.
2. Er möchte die schöne Frau bald wiedersehen.

Combination: Er hofft, die schöne Frau bald wiederzusehen.

- Kernels: 1. Er ist bereit, etwas zu tun.
2. Er will mir helfen.

Combination: Er ist bereit, mir zu helfen.

- A. 1. Ich habe etwas vergessen.
2. Ich habe ihn nicht angerufen. (Change verb to inf.+ zu.) C: _____
- B. 1. Ich schlage dir etwas vor.
2. Du sollst einen VW kaufen. (Add zu + verb.) C: _____
- C. 1. Ich rate Ihnen etwas.
2. Sie sollen sofort zum Arzt gehen. (Add zu + verb.) C: _____
- D. 1. Ich empfehle Ihnen etwas.
2. Sie sollen diesen Wein kosten. (Add zu + verb.) C: _____
- E. 1. Er behauptet etwas.
2. Er ist ein reicher Mann. (Add zu + sein.) C: _____
- F. 1. Ich versuche etwas.
2. Ich will sie erreichen. (Add zu + verb.) C: _____
- G. 1. Die Mutter befiehlt ihr etwas.
2. Sie soll den reichen Mann heiraten. (Add zu + verb.) C: _____
- H. 1. Er versteht etwas.
2. Er kann viel Geld verdienen. (Replace etwas with es.) C: _____
- I. 1. Der Lehrer bittet uns um etwas.
2. Wir sollen deutlicher sprechen. (Add zu + verb.) C: _____
- J. 1. Er glaubt etwas.
2. Er wird sein Glück in ihr finden. (Add zu + verb.) C: _____
- K. 1. Ich verspreche etwas.
2. Ich werde dir einen Pelzmantel kaufen. (Add zu + verb.) C: _____
- L. 1. Er weiß etwas.
2. Er kann einen guten Eindruck machen. (Add zu + verb.) C: _____
- M. 1. Ich höre mit etwas auf.
2. Ich rauche nicht mehr. (Add zu + verb.) C: _____
- N. 1. Ich fange etwas an.
2. Ich schreibe ein Buch. (Add zu + verb.) C: _____
- O. 1. Ich wünsche etwas.
2. Ich will das Rheinland sehen. (Add zu + verb.) C: _____
- P. 1. Etwas ist verboten. (Add es in place of etwas.)
2. Man soll nicht im Kino rauchen. (Add zu + verb.) C: _____
- Q. 1. Wir haben etwas vor.
2. Wir wollen eine Reise nach Chicago machen. (Add zu + verb.) C: _____
- R. 1. Ich helfe ihm.
2. Er räumt seine Sachen auf. (Add zu to auf-räumen.) C: _____

- S. 1. Er ist betrübt.
2. Er muß das Buch lesen. (Add zu + verb.) C: _____
- T. 1. Er ist glücklich.
2. Er ist wieder zu Hause. (Add zu + sein.) C: _____
- U. 1. Ich war erstaunt.
2. Ich bin Ihnen auf der Straße begegnet. (Add zu + sein.) C: _____
- V. 1. Sie ist fähig.
2. Sie kann diese Aufgabe lösen. (Add zu + verb.) C: _____

II. Sample Paragraph Exercise

Below is the teacher's script to illustrate instructional format. The length and complexity of the paragraphs should depend on the student's level of linguistic competence, and the amount of time for such an exercise can be adjusted to fit the particular classroom situation.

•Students should read silently the following passage on a handout. (New words and idioms can be glossed.)

Eine ältere Frau kam in den Wartesaal eines Bahnhofes und setzte sich neben einen Arbeiter, der eine Pfeife rauchte. Als sie sah, daß der Arbeiter nicht daran dachte, seine Pfeife wegzulegen, begann sie laut zu husten. Der Mann tat, als hätte er nichts gehört und rauchte ruhig weiter. Da sagte sie: "Wenn Sie wüßten, was sich schickte, so würden Sie in Gegenwart einer Dame nicht rauchen."

"Nun," erwiderte der Mann, "wenn es Ihnen nicht gefällt, so können Sie sich irgendwo anders hinsetzen." Die Frau sah ihn böse an und rief ganz empört: "So eine Unverschämtheit habe ich noch nie gehört! Wären Sie mein Mann, so würde ich Sie sofort vergiften!"

"Gewiß," sagte der Mann, während er seine Pfeife gemütlich weiterrauchte, "und wären Sie meine Frau, so würde ich das Gift auch nehmen."²⁸

•Students, having read the passage, are asked to write down sequentially the T-units (usually sentences, but not if sentences are joined by coordinating conjunctions).

1. eine ältere Frau kam in den Wartesaal eines Bahnhofes und setzte sich neben einen Arbeiter, der eine Pfeife rauchte
2. als sie sah, daß der Arbeiter nicht daran dachte, seine Pfeife wegzulegen, begann sie laut zu husten, etc.

•The T-units are repeated orally, and the teacher poses simple content questions.

1. Wie sah die Frau aus?
2. In was für ein Gebäude ging sie hinein?
3. Wohin setzte sie sich?
4. Was tat der Arbeiter?, etc.

•Students are asked to break down the T-units that contain subordinate clauses into simpler sentences.

1. eine ältere Frau kam in den Wartesaal eines Bahnhofes und setzte sich neben einen Arbeiter, der eine Pfeife rauchte
 - A. eine Frau kam in den Wartesaal eines Bahnhofes
 - B. die Frau war alt
 - C. sie setzte sich neben einen Arbeiter
 - D. der Arbeiter rauchte eine Pfeife, etc.

Finally, students are asked to recombine the constituent parts into the original whole. The teacher asks for a silent re-reading of the passage and then on a second handout or transparency presents the T-units in dehydrated form for reconstruction.

1. eine/ alt/ Frau/ kommen/ in/ der Wartesaal/ der Bahnhof/ und/ sich setzen/ neben/ der Arbeiter/ der/ die Pfeife/ rauchen
2. als sie/ sehen/ daß der Arbeiter/ denken nicht daran/ die Pfeife/ weg-legen/ beginnen/ sie/ laut zu husten, etc.

Variation exercise with paragraphs: Instead of giving the students the model paragraph and proceeding from the whole to the parts, the teacher can list the kernel sentences and have students combine them according to specified cues. Afterwards the original paragraph can be shown for comparison. The difficulty of the passage and detail of cues would depend on the students' level.

Example from Brecht's "Die unwürdige Greisin"²⁹:

Dafür besuchte sie die Werkstatt eines Flickschusters.

Sie ging häufig dorthin. (Always delete underlined words.)

Die Werkstatt war in einem Gäßchen. (Put after Flickschusters.)

Das Gäßchen war arm. (adj. modifying Gäßchen)

Das Gäßchen war sogar etwas verrufen. (adj. modifying Gäßchen)

In der Werkstatt, besonders nachmittags, saßen allerlei Existenzen herum.
(Rel. clause, put after Gäßchen.)

Diese Leute waren nicht besonders respektabel. (adj. modifying Existenzen)

Diese Leute waren Kellnerinnen und Handwerksburschen. (Appositives, put at very end.)

Diese Leute waren stellunglos. (adj. modifying Kellnerinnen and Handwerksburschen)

Actual passage: Dafür besuchte sie häufig die Werkstatt eines Flickschusters in einem armen und sogar etwas verrufenen Gäßchen, in der, besonders nachmittags, allerlei nicht besonders respektabel Existenzen herumsaßen, stellunglose Kellnerinnen und Handwerksburschen.

III. Sample Composition Exercise

DER GUTE

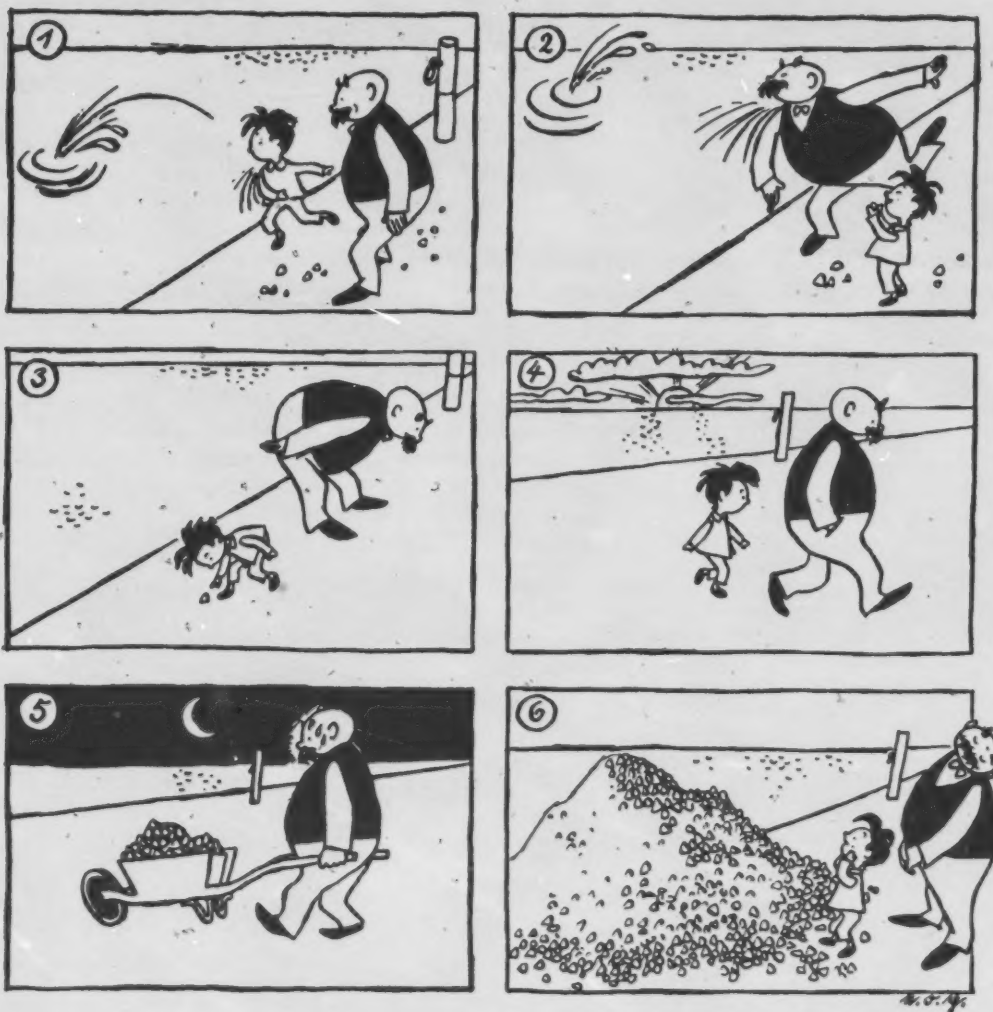
Directions for instructor: Students are given a cartoon plus corresponding vocabulary. They are then asked to describe in simple German the action behind the frames. Their responses are written on the board or transparency. It is a good idea if the instructor makes up beforehand a list of questions and possible answers so that there will be a logical order to student responses. The cartoons below, for example, might elicit these statements.

1. Auf dem ersten Bild sieht man den Vater.
2. Man sieht auch seinen Sohn. (Join to #1 with und.)
3. Die zwei stehen am Ufer. (Join to #1 with infinitive stehen.)
4. Der Vater sieht etwas komisch aus.
5. Er ist dick. (Join to #4 with adj. dick.)
6. Er ist kahlköpfig. (Join to #7 with obgleich clause.)
7. Er hat schwarze Augenbrauen.
8. Er hat auch einen schwarzen Schnurrbart. (Join to #7 with und.)
9. Die Augenbrauen und der Schnurrbart sind buschig. (Join to #7 with adj. buschig.)
10. Der Sohn wirft Steine ins Wasser. (Join to #11 with während clause.)
11. Der Vater schaut zu.
12. Er freut sich über etwas. (Join to #11 with und.)
13. Sein Sohn amüsiert sich. (Join to #12 with darüber, daß clause.)

After the sentences are on the board the instructor can have students suggest ways of combining them to produce longer, more sophisticated units. He or she can aid in this process by giving combining cues. A typical paragraph might read:

Auf dem ersten Bild sieht man den Vater und seinen Sohn am Ufer stehen. Der dicke Vater sieht etwas komisch aus: obgleich er kahlköpfig ist, hat er buschige schwarze Augenbrauen und einen buschigen schwarzen Schnurrbart. Während der Sohn Steine ins Wasser wirft, schaut der Vater zu und freut sich darüber, daß sein Sohn sich amüsiert.

Der Gute ³⁰



IV. Rewrite Test

Directions. Below you will find two paragraphs in very simple sentences. Please rewrite these paragraphs. You can combine sentences as you want. You can leave out unnecessary words, but not any information. Please do not add any new information.

Wortschatz

die Wohnung - apartment
das Gebäude - building
zu-bereiten - fix, prepare
das Frühstück - breakfast
in der Nähe - nearby

rufen - to call
der Nachbar - neighbor
der Unterricht - classes
zu Fuß gehen - to walk

Heinrich ist Professor. Er arbeitet an der Universität. Er wohnt in München. Helga ist seine Frau. Sie ist Lehrerin. Sie arbeitet in der Stadt. Sie haben zwei Kinder. Inge ist ihre Tochter. Sie ist zehn Jahre alt. Hans ist ihr Sohn. Er ist acht Jahre alt. Sie haben eine Wohnung. Sie ist klein. Sie ist auch schön. Die Wohnung ist in einem Haus. Das Haus ist alt. Das Haus ist an einer Straße. Die Straße heißt Gartenstraße.

Heute ist Montag. Es ist sieben Uhr. Es ist Morgen. Heinrich liegt im Bett. Er schläft. Helga bereitet das Frühstück zu. Die Kinder schlafen. Bald ruft die Mutter die Kinder. Sie essen schnell. Der Unterricht beginnt um acht Uhr. Es ist schön draußen. Ihre Schule ist ganz in der Nähe. Sie gehen zu Fuß in die Schule. Robert geht mit. Er ist ihr Nachbar. Sie sind gute Freunde. Sie kommen zur Schule. Es ist noch vor acht Uhr.

SPANISH SENTENCE-COMBINING EXERCISES

The Spanish exercises are organized according to the following outline.

I. Problem-solving exercises

A. Noun constructions

1. Noun plus adjective (p. 57)
2. Noun plus preposition (p. 61)
3. Noun plus appositive (p. 62)
4. Noun plus relative clause (p. 63)
5. Noun clauses (p. 65)

B. Adverbial clauses

1. Time (p. 66)
2. Manner (p. 68)
3. Cause, concession, and purpose (p. 69)

C. Coordinate constructions

1. Adjectives and adverbs (p. 70)
2. Nouns (p. 70)
3. Verbs (p. 70)

D. Other problem-solving exercises

II. Sample paragraph exercises (p. 71)

III. Sample composition exercise (p. 72)

IV. Rewrite Test (p. 74)

* * *

I. Problem-Solving Exercises

A. NOUN CONSTRUCTIONS

Noun plus Adjective

Necessary background grammar

1. Forms and agreement of adjectives
2. Position of adjectives
3. Adjectives used as nouns
4. The past participle used as an adjective
5. Demonstrative adjectives

Basic introduction to sentence combining

Nouns modified by adjectives are constructions where one or more simple (kernel) sentences containing predicate adjectives have been combined to make a single sentence. The sentences below illustrate how this works in English.

- Kernels: 1. The man is a detective. (El hombre es detective.)
2. The man is tall. (El hombre es alto.)

The (~~the man is~~ tall) man is a detective.

Combination: The tall man is a detective. (El hombre alto es detective.)

Combination exercise: Combine the two kernel sentences into one.

(Masculine singular)

Example: Kernels: 1. Este río es el Misisipi.
2. Este río es largo.

Combination: Este río largo es el Misisipi.

A. 1. Este río es el Tajo.
2. Es bonito.

C: _____

B. 1. Aquel coche es español.
2. Es pequeño.

C: _____

C. 1. Este hombre es el padre de José.
2. Es simpático.

C: _____

(Feminine singular)

Example: Kernels: 1. Esa mujer es la madre de Juan.
2. Esa mujer es rica.

Combination: Esa mujer rica es la madre de Juan.

A. 1. La pulsera está de moda.
2. La pulsera es preciosa.

C: _____

B. 1. El dependiente vende la bolsa.
2. La bolsa es roja.

C: _____

C. 1. La criada limpia la mesa.
2. La mesa es baja.

C: _____

(Masculine plural)

Example: Kernels: 1. Hay tres alumnos.
2. Los alumnos son inteligentes.

Combination: Hay tres alumnos inteligentes.

A. 1. Tengo tres lápices.
2. Los lápices son negros.

C: _____

B. 1. Hay árboles en el parque.
2. Los árboles son altos.

C: _____

C. 1. Toman unos refrescos.
2. Los refrescos son buenos.

C: _____

(Feminine plural)

Example: Kernels: 1. Tengo amigas.
2. Son magníficas.

Combination: Tengo amigas magníficas.

- A. 1. Abren las ventanas.
2. Las ventanas son grandes.

C: _____

- B. 1. Despiden a las secretarías.
2. Las secretarías son malas.

C: _____

- C. 1. Toca las guitarras.
2. Las guitarras son españolas.

Breakdown exercise: Give the constituent parts that make up the combination sentence.

(Masculine singular)

Example: Combination: El se bañó en el lago frío.

- Kernels: 1. El se bañó en el lago.
2. El lago es frío.

- A. Juan presentó a su hijo amable.

K: 1. _____
2. _____

- B. El estudiante escribió el ejercicio fácil.

K: 1. _____
2. _____

- C. Los Martínez alquilan un piso precioso.

K: 1. _____
2. _____

(Feminine singular)

- A. Aquella mujer puso la música popular.

K: 1. _____
2. _____

- B. La hermana asistió a la escuela católica.

K: 1. _____
2. _____

- C. La camisa azul está envuelta.

K: 1. _____
2. _____

(Masculine plural)

- A. Hay muchos bailes modernos.

K: 1. _____
2. _____

- B. La criada lavó los calcetines sucios.

K: 1. _____
2. _____

- C. El médico examina a los niños enfermos.

K: 1. _____
2. _____

(Feminine plural)

- A. Reciben unas cartas interesantes.

K: 1. _____
2. _____

B. Sacan unas fotos profesionales.

K: 1. _____

2. _____

C. Escogen tres maletas ligeras.

K: 1. _____

2. _____

Combining of multiple adjectives: Combine the pairs of sentences below into one sentence as per the example.

Example: Kernels: 1. José alquila el piso.
2. El piso es cómodo y grande.

Combination: José alquila el piso cómodo y grande.

(Masculine singular)

A. 1. Conocemos al chico.
2. Es joven y amable.

C: _____

B. 1. Miramos el cuadro.
2. Es antiguo y bonito.

C: _____

C. 1. María aprende el baile.
2. Es popular y típico.

C: _____

(Feminine singular)

A. 1. El estudiante lee la poesía.
2. Es romántica y bella.

C: _____

B. 1. Nos bañamos en el agua.
2. Es fría y fresca.

C: _____

C. 1. Nos gusta la idea.
2. Es interesante y nueva.

C: _____

(Masculine plural)

A. 1. José se quita los zapatos.
2. Son nuevos y estrechos.

C: _____

B. 1. Esos son millonarios.
2. Son trabajadores e industriosos.

C: _____

C. 1. Compramos los libros.
2. Son caros y difíciles.

C: _____

(Feminine plural)

A. 1. Enseño las lecciones.
2. Son fáciles y cortas.

C: _____

B. 1. Vió a las mujeres.
2. Son altas y morenas.

C: _____

C. 1. Tenemos muchas colecciones.
2. Son nuevas y diferentes.

C: _____

Free-answer questions: Respond to the situations below and try to incorporate in your answers as many adjectives as good style would dictate.

- A. Acaba de ir al cine. Describa la película que vió.

Vocabulario: alegre, triste, interesante, impresionante, emocionante, simpática, fascinadora

- B. Compare un Mercedes con un Volkswagen.

Vocabulario: elegante, lujoso, económico, cómodo, rápido, despacio, práctico

- C. ¿Que clase de música le gusta?

Vocabulario: clásica, moderna, rock, fuerte, suave, arrulladora

Guided mini-essays concentrating on adjective construction: You will be given a specific topic or situation plus an appropriate vocabulary list. Write a brief essay utilizing the provided vocabulary whenever possible.

(The instructor should aid students with their essays in class by beginning a sample essay on the board.)

- A. Ud. es médico y está examinando a un paciente en su consultorio.

Vocabulario: Sustantivos--consultorio, dolor de cabeza, fiebre, receta, medicina, etc.

Adjetivos--limpio, preocupado, enfermo, pálido, nervioso, caliente, débil, amistoso, cuidadoso, etc.

- B. Está Ud. en España. Descríbale a un amigo español el estado en que vive en los Estados Unidos.

Vocabulario: Sustantivos--montañas, lagos, mar, bosques, valles, flores, etc.

Adjetivos--grande, largo, caliente, seco, húmedo, frío, fresco, verde, etc.

Noun plus Preposition

Combine the two kernel sentences into one, as per the example. Prepositions are underlined.

Example: Kernels: 1. El túnel es largo.
2. El túnel por la montaña.

Combination: El túnel por la montaña es largo.

- A. 1. La pulsera es cara.
2. La pulsera está sobre la mesa.

C: _____

- B. 1. El paquete es grande.
2. Es para mi madre.

C: _____

- C. 1. La silla es roja.
2. La silla está cerca de la cama.

C: _____

- D. 1. La muchacha es joven.
2. La muchacha está con el viejo.

C: _____

- E. 1. La pluma está encima de la mesa.
2. La pluma no tiene tinta.

C: _____

Variation exercise: Study the picture and vocabulary below. Imagine there's a mouse in the room. Construct as many sentences as possible according to the sample by using the following prepositions: encima de, debajo de, detrás de, delante de, junto a, entre, cerca de, lejos de, dentro de, sobre.

Example: El ratón delante de la puerta tiene hambre. Debajo de la mesa duerme el ratón blanco.

Vocabulario

ratón	: mouse	televisor	: TV set
pequeño	: small	libro	: book
gris	: grey	ventana	: window
blanco	: white	refrigerador	: refrigerator
suave	: soft	cortina	: curtain
tener hambre	: to be hungry	puerta	: door
tener miedo	: to be afraid	mesa	: table
sofá	: sofa	fregadero	: sink
sillón	: chair	cubo de basura	: garbage pail
lámpara	: lamp	tapete	: rug
vaso	: glass		

(See illustration, p. 21.)

Noun plus Appositive

Combine the two kernel sentences into one, as per the example.

Example: Kernels: 1. Miguel Valdés reparó mi coche.
2. Miguel Valdés es mecánico.

Combination: Miguel Valdés, un mecánico, reparó mi coche.

- A. 1. El señor Martínez envolvió el paquete.
2. El señor Martínez es dependiente.

C: _____

- B. 1. Vicente trajo el vino.
2. Vicente es mesero.

C: _____

- C. 1. Juan facturó mi equipaje.
2. Juan es un empleado.

C: _____

Breakdown exercise: Give the constituent parts that make up the combination sentence.

Example: Combination: Billy Graham, un gran predicador, habló a la gente.

Kernels: 1. Billy Graham habló a la gente.
2. Billy Graham es un gran predicador.

- A. Los moros, gente de Africa, invadieron España.

K: 1. _____
2. _____

- B. Sancho Panza, el escudero de Don Quixote,
es una figura cómica.

K: 1. _____
2. _____

- C. Cristóbal Colón, un intrépido italiano,
descubrió el Nuevo Mundo.

K: 1. _____
2. _____

Noun plus Relative Clause

Necessary background grammar

1. Relative pronoun forms: que, quien, a quien, quienes, a quienes, el que, la que, los que, las que (el cual, la cual, los cuales, las cuales)
2. Relative possessive adjective cuyo (a, os, as).

Combine the two kernel sentences into one using the relative pronoun que, following the model.

Example: Kernels: 1. ¿Conoce Ud. a aquel hombre?
2. Está allí.

Combination: ¿Conoce Ud. a aquel hombre que está allí?

- A. 1. La casa tiene un patio.
2. Es de estilo español.

C: _____

- B. 1. El joven está visitándonos.
2. Vive en México.

C: _____

- C. 1. El Sr. Gómez construyó los edificios.
2. Son modernos.

C: _____

Combine the two kernel sentences into one using quien (quienes), and a quien (a quienes), following the model.

Example: Kernels: 1. Vimos a la joven.
2. Es española.

Combination: Vimos a la joven quien es española, OR, La joven, a quien vimos, es española.

- A. 1. Yo saludé al joven.
2. Es mexicano.

C: _____
or

- B. 1. Hablamos con aquellos señores.
2. Son de otra universidad.

C: _____
or

- C. 1. Llamamos al médico.
2. Vino en seguida.

C: _____
or

Combine the two kernel sentences into one using the relative pronouns el que or el cual but using correct forms of number and gender. Note that el que and el cual have the exact same meaning, but the latter is more literary.

Example: Kernels: 1. El padre de Ana está enfermo.
2. No puede trabajar hoy.

Combination: El padre de Ana, el que (el cual) está enfermo, no puede trabajar hoy.

- A. 1. La prima de Carlos salió ayer.
2. Espera volver pronto.

C: _____

- B. 1. Ricardo me escribió acerca de esas costumbres.
2. Son muy interesantes.

C: _____

- C. 1. El barrio es pobre.
2. Pasamos por el barrio.

C: _____

- D. 1. Los tíos de María tienen una casa comercial.
2. Viven en México.

C: _____

Combine the two kernel sentences into one using the relative possessive adjective cuyo (a, os, as).

- Example: Kernels: 1. Vi un coche.
2. Sus llantas estaban desinfladas.

Combination: Vi un coche cuyas llantas estaban desinfladas.

- A. 1. Escribió un libro.
2. Su contenido era asombroso.

C: _____

- B. 1. Allí está la señora.
2. Encontré su bolsa.

C: _____

- C. 1. El árbol es un roble.
2. Sus ramas crecen muy grandes.

C: _____

Variation exercise: Combine the two kernel sentences by using: (1) a relative clause construction, and (2) an adjective construction as per the example.

- Example: Kernels: 1. Tengo un reloj.
2. El reloj es viejo.

Combination: Tengo un reloj que es viejo (relative clause)
Tengo un reloj viejo (adjectival construction)

- A. 1. El empleado factura el equipaje.
2. El empleado es gordo.

C: 1. _____
2. _____

- B. 1. Los muchachos juegan al fútbol.
2. Los muchachos son jóvenes.

C: 1. _____
2. _____

- C. 1. María canta una canción.
2. La canción es bonita.

C: 1. _____
2. _____

- D. 1. Quiero salir con esas mujeres.
2. Esas mujeres son bonitas.

C: 1. _____
2. _____

Variation exercise: Combine the two kernel sentences by using: (1) a relative clause construction, and (2) a prepositional phrase, as per the example.

- Example: Kernels: 1. El pájaro es una paloma.
2. Está en el bosque.

Combinations: El pájaro, que está en el bosque, es una paloma. (relative clause)
El pájaro en el bosque es una paloma. (prepositional phrase)

- A. 1. Este hombre es un cartero.
2. Está cerca de la puerta.

C: 1. _____
2. _____

- B. 1. Aquel insecto es una cucaracha.
2. Está encima del mostrador.

C: 1. _____
2. _____

- C. 1. Este animal es un gato.
2. Está fuera de la casa.

C: 1. _____
2. _____

Variation exercise: Combine the two kernel sentences by using: (1) an appositive construction, and (2) a relative clause construction.

Example: Kernels: 1. Mañana vendrá mi tío.
2. El es artista.

Combinations: 1. Mañana mi tío, el artista, vendrá. (appositive)
2. Mañana vendrá mi tío, quien es artista. (relative clause)

- A. 1. Los líderes de la revolución son mexicanos.
2. Son unos campesinos.

C: 1. _____
2. _____

- B. 1. La señora no trabaja los domingos.
2. Es profesora de español.

C: 1. _____
2. _____

- C. 1. José y Roberto necesitan nuestra ayuda.
2. Son huérfanos.

C: 1. _____
2. _____

Noun Clauses

(Note to the instructor: The following exercises deal with direct and indirect statements. Indirect commands with decir, which require the subjunctive, are avoided here.)

A simple sequence of tenses is to be followed: present tense (main clause) with present or future, and past tense (main clause) with past or conditional.

Directions: Change the following direct statements to indirect ones by beginning each statement with the introductory verb given in parentheses and following it with que.

Example: El va a la fiesta (decir + que)
El dice que va a la fiesta.

- A. Ella no quiere fumar marihuana (indicar) _____
B. Yo leí hasta muy tarde en la noche (explicar) _____
C. La señora tuvo que hablar con su esposo (admitir) _____
D. Iré al cine (creer) _____
E. No escribieron sus tareas (confesar) _____

Personalization exercise

(Note to the instructor: By using a question-answer technique, get students to restate orally--and/or in writing--what a fellow student has just said.)

Example: Profesor: Juan, ¿qué tiempo hace hoy?
Juan: Hace buen tiempo.
Profesor: María, ¿qué dijo Juan?
María: Dijo que hacía buen tiempo.

- A. ¿Qué vas a hacer esta noche?
B. ¿Cuál es tu bebida favorita?
C. ¿Qué hizo anoche?

Multiple combining exercise: Combine the sets of sentences below, always deleting the underlined words.

- Example: Kernels: 1. Pablo me dijo algo.
 2. Es pobre. (Pablo + relative)
 3. No puede comprar el libro. (Indirect speech)

Combination: Pablo, quien es pobre, me dijo que no podía comprar el libro.

- A. 1. Pedro me escribe algo.
 2. Pedro estudia en Madrid. (Pedro + relative)
 3. Cree que los españoles son simpáticos. (Indirect speech) C: _____
- B. 1. María me dice algo.
 2. Yo no puedo ir. (Indirect speech)
 3. No tiene dinero. (Use porque + indirect speech) C: _____

B. ADVERBIAL CLAUSES

Time

Combine the two kernel sentences into one by using the conjunction given in parentheses.

- Example: Kernels: 1. Le saludo.
 2. Le veo. (cuando)

Combination: Le saludo cuando le veo.

(Cuando) = when

- A. 1. Me pongo el abrigo.
 2. Hace frío. C: _____
- B. 1. Tomo agua.
 2. Tengo sed. C: _____
- C. 1. Le hablo.
 2. Tengo tiempo. C: _____

(Mientras) = while

- A. 1. Yo leía.
 2. El dormía. C: _____
- B. 1. Yo comía.
 2. Yo miraba la televisión. C: _____
- C. 1. Ella limpiaba el cuarto.
 2. Ella cantaba. C: _____

(Después de) = after (Note: after después de, use the infinitive form of the verb)

- A. 1. Juan estudió la lección.
 2. Juan durmió la siesta. C: _____

- B. 1. Voy al cine.
2. Yo ceno.

C: _____

- C. 1. Fuimos a celebrar.
2. Tomamos el último examen.

C: _____

(Tan pronto como) = as soon as (Note: takes the subjunctive)

- A. 1. Te hablaré.
2. Tu llegas.

C: _____

- B. 1. Saldremos.
2. Llega el autobús.

C: _____

- C. 1. El me recogerá.
2. El está listo.

C: _____

(Hasta que) = until

In the following exercises, which require the use of hasta que (until), combine the two kernel sentences into one. (Note: With hasta que the subjunctive is used if the action is indefinite and in the future, while the indicative is used if it is an accomplished fact.)

•Use of hasta que implying an indefinite act in the future--Subjunctive mode.

Example: Kernels: 1. Roberto no llega.
2. No voy a lavar el coche.

Combination: Hasta que Roberto no llegue, no voy a lavar el coche, OR, No voy a lavar el coche hasta que Roberto llegue.

- A. 1. Me prometes ayudarme.
2. No te doy el libro.

C: _____
C: _____

- B. 1. No me has pagado el dinero.
2. No voy a prestarte más.

C: _____
C: _____

- C. 1. No iremos al parque.
2. No ha dejado de llover.

C: _____
C: _____

•Use of hasta que implying an accomplished fact--Indicative mode.

Combine the two kernel sentences into one using hasta que.

- A. 1. No fui al cine.
2. Limpié el cuarto.

C: _____

- B. 1. No me despedí de ellos.
2. Vino el autobús.

C: _____

- C. 1. Ella no puso la música.
2. Llegaron los invitados.

C: _____
C: _____

(Desde que) = since

- A. 1. Está en Madrid.
2. Visita el Prado cada día.

C: _____
C: _____

- B. 1. Recibió una buena nota.
2. Estudía como loco.

C: _____
C: _____

Variation exercise: In many cases the same information in a subordinate clause can be expressed by a prepositional phrase.

1. Mientras estaba enfermo no podía trabajar. = Durante su enfermedad no podía trabajar.
2. Antes de salir fué al banco. = Antes de su salida fué al banco.
3. Después de ir al cine dió un paseo. = Después del cine dió un paseo.
4. Desde que llegó a España frecuenta un nuevo restaurante cada día. = Desde su llegada a España frecuenta un nuevo restaurante cada día.

Rewrite the following sentences using prepositional phrases in place of the underlined subordinate clauses. Follow the model sentences above.

- A. Antes de comenzar el concierto hubo completo silencio. _____
- B. Después de morir él, sus hijos arguieron la herencia. _____
- C. Desde que está enferma se queda en casa. _____
- D. Cuando ella le llamó la última vez él se portó poco amistoso. _____

(Cuando ella hizo la _____)

Manner

(Como si) = as if (Note: Always takes the imperfect subjunctive)

Combine the two kernel sentences into one as shown in the example.

Example: Kernels. 1. José me habla.
2. No es profesor.

Combination: José me habla como si fuera profesor.

- A. 1. José me ayuda con la lección.
2. No es el profesor. C: _____
- B. 1. Ella gasta mucho dinero.
2. No es rica. C: _____
- C. 1. El profesor habla despacio.
2. No tenemos mucho tiempo. C: _____

Give the constituent parts that make up the combination sentence.

- A. Enrique habla de España como si hubiera vivido allí. K: 1. _____
2. _____
- B. El hombre levanta la mesa como si fuera ligera. K: 1. _____
2. _____
- C. El castiga al niño como si fuera su madre. K: 1. _____
2. _____

Adverbial Clauses of Cause, Concession, and Purpose

Combine the two kernel sentences into one, using the conjunction in parentheses as shown in the example.

Cause

Example: Kernels: 1. José no podía dormir.
2. Había demasiado ruido. (porque)

Combination: José no podía dormir porque había demasiado ruido.

- A. 1. María no quería bailar.
2. Estaba cansada. (porque) C: _____
- B. 1. No viajamos en avión.
2. Teníamos miedo. (porque) C: _____
- C. 1. Roberto no se despertó.
2. No sonó el despertador. (porque) C: _____

Concession

(Note: Aunque is followed by the indicative if an accomplished fact is indicated, and by the subjunctive if the action is yet to happen.)

Example: Kernels: 1. Está lloviendo.
2. Yo saldré.

Combinations: Aunque está lloviendo, yo saldré.
(Indicative--Although it's raining, I'll leave.)

Aunque llueva, yo saldré.
(Subjunctive--Although it may rain, I'll leave.)

- A. 1. No está aquí mi hermano.
2. Voy a salir. (aunque) C: _____
- B. 1. No he traído los libros.
2. Voy a clase. (aunque) C: _____
- C. 1. Tienen mucho que hacer.
2. Venimos temprano. (aunque) C: _____

Purpose

(Note: The subjunctive is always used after para que.)

- A. 1. ¡Pon la radio!
2. Ellos oyen la música. C: _____
- B. 1. Le recojo a las ocho.
2. No llegamos tarde. C: _____
- C. 1. Te presto el coche.
2. No me molestas más. C: _____

C. COORDINATE CONSTRUCTIONS

Necessary background grammar

1. Adjective endings
2. Adverb endings

Adjectives and Adverbs

A. Example with predicate adjectives:

- Kernels: 1. Creo que la señorita Sánchez es bonita.
2. Creo que es muy flaca.

Combination: Creo que la señorita Sánchez es bonita pero muy flaca.

B. Example with adverbs:

- Kernels: 1. El joven hablaba fácilmente.
2. El joven hablaba efectivamente.

Combination: El joven hablaba fácil y efectivamente.

Nouns

- Examples: Kernels: 1. Conozco a Juan.
2. Conozco a María.

Combination: Conozco a Juan y a María.

- Kernels: 1. El hombre está aquí.
2. La mujer está aquí.

Combination: El hombre y la mujer están aquí.

Verbs

- Example: Kernels: 1. Los españoles comen paella.
2. Ellos beben vino.
3. Ellos bailan el flamenco.

Combination: Los españoles comen paella, beben vino, y bailan el flamenco.

Free-answer items

(For practice in multiple combining of adjectives) Describa a su mejor amigo.

(For practice with adverbs) Describa como habla Ud. español.

D. OTHER PROBLEM-SOLVING EXERCISES

In addition to the constructions already dealt with, there are others in Spanish that lend themselves easily to the format of the exercises illustrated in the preceding sections.

1. Present and past participles used as adjectives:

- a) Present participle construction in English = past participle in Spanish

The sleeping child
 The man standing on the corner
 The painting hanging on the wall
 The woman sitting in the chair

El niño dormido
 El hombre parado en la esquina
 El cuadro colgado en la pared
 La mujer sentada en la silla

b) Past participle construction in English and in Spanish

The stolen money
 The torn dress
 The sunken boat

El dinero robado
 El vestido roto
 El barco hundido

2. Comparative and superlative forms of adjectives.

(Más + adjective) or (Menos + adjective)

El coche rojo es más bonito.

(El más + adjective) or (El menos + adjective)

El coche rojo es el más bonito.

(Más + adjective + que)

Es más alto que su compañero.

(Mientras más + adjective . . . más + adjective)

Mientras más rápido el coche
más caro es.

(Cuanto más + adjective -- or noun -- + tanto)

Cuanto más rico, tanto mejor.

(Lo más que) or (lo menos que)

Lo más que puedo hacer es
 contribuir un dólar.

II. Sample Paragraph Exercises

Below is the teacher's script to illustrate instructional format. The length and complexity of the paragraphs should depend on the student's level of linguistic competence. The amount of time for such an exercise can be adjusted to fit the particular classroom situation.

•Students should read silently the following passage on a handout. New words and idioms can be glossed.

Al encontrar a María en la calle, Enrique la saluda y ella lo reconoció de pronto. Al preguntarle él adónde va, ella le contesta que va hacia la playa y lo invita a acompañarla. Entonces le dice que va a llover y le muestra el cielo cubierto de nubes grises.

•Having read silently through the passage, students are asked to write down sequentially the T-units (usually a sentence, but not a T-unit if joined to another by a coordinating conjunction).

1. Al encontrar a María en la calle, Enrique la saluda.
2. Ella lo reconoce de pronto.
3. Al preguntarle él adónde va, ella le contesta que va hacia la playa.
4. Lo invita a acompañarla.
5. Enrique le dice que va a llover.
6. Le muestra el cielo cubierto de nubes grises.

•T-units are repeated orally, and the teacher poses simple content questions:

1. ¿Qué hace Enrique al encontrar a María en la calle?
2. ¿Lo reconoce ella?
3. ¿Adónde va ella?
4. ¿A qué lo invita ella?
5. ¿Qué le dice Enrique?
6. ¿Qué le muestra Enrique?

Students are asked to recombine some of the constituent parts into a whole. The instructor asks for a silent rereading of the passage, and then on a second handout or transparency presents the T-units in dehydrated form for reconstruction.

1. Saludar/ Enrique/ en la calle/ a María/ la/ al encontrar.
2. Lo/ de pronto/ ella/ reconocer.
3. Adónde/ él/ al preguntarle/ ir/ contestar/ le/ ella/ hacia la playa/ ir/ que.
4. A acompañarla/ invitar/ lo.
5. Decir/ Enrique/ le/ llover/ que/ ir a.
6. Grises/ el cielo/ mostrar/ cubierto de/ le/ nubes.

Variation exercise

Students are given a new paragraph, but instead of proceeding from the whole to the parts as done previously, they work with a list of kernel sentences. These sentences are to be combined according to cues given in parentheses after each sentence. Then the original paragraph is shown for comparison.

1. El bosque está cubierto de nieve. Sobre su blancura surgen los troncos de los árboles.
 - a) Los árboles son negros (delete underlined; use negros to modify árboles in #1).
 - b) Los árboles son como columnas (use underlined as adverbial clause with árboles of #1).
 - c) Las columnas parecen de ébano (modifies columnas above).
2. Las copas cruzan su ramaje bajo el cielo.
 - a) Las copas están desnudas (omit underlined; use desnudas to modify copas in #2).
 - b) El cielo está sereno (omit underlined; combine está sereno with cielo above by using the relative que).
3. Aparece la luna.
 - a) La luna pinta su luz sobre la nitidez del suelo (omit underlined; combine the rest with luna in #3 by using the relative que).
 - b) La luz es pálida (omit underlined; use pálida as an adjective of luz above).
 - c) Las sombras parecen azules (omit underlined).
4. Todo es silencio.
 - a) Por el silencio parece que ha llegado el reino de la paz (omit underlined; connect rest of sentence with conjunction y).

Actual passage

El bosque está cubierto de nieve, y sobre su blancura surgen los troncos negros de los árboles, como columnas de ébano; las copas desnudas cruzan su ramaje bajo el cielo, que está sereno. Aparece la luna y pinta su luz palida, sobre la nitidez del suelo, sombras azules. Todo es silencio y parece llegado el reino de la paz.³¹

III. Sample Composition Exercise

EL BUENO

(Note to the instructor: Students are given a cartoon plus corresponding vocabulary and asked to describe in simple Spanish the action behind the frames. Their responses are written on the board)

or transparency. The instructor may wish to make up beforehand a list of questions and possible answers so that there will be a logical order to student responses. The cartoon on page 55, for example, might elicit these statements.)

1. En la primera foto se ve a un padre.
2. Se ve también a su hijo. (Join to #1 with y.)
3. Los dos están en la orilla. (Join to #1 with quienes.)
4. El padre parece gracioso.
5. Es gordo. (Join to #4 with adj. gordo.)
6. Es calvo.
7. Tiene cejas negras.
8. También tiene un bigote negro.
9. Es muy grande el bigote. (Join to #8 with adj. grande.)
10. El muchacho tira piedras al agua.
11. Su padre le mira.
12. Parece contento. (Join to #11 with y.)
13. Su hijo se divierte. (Join to #12 with porque.)

After the sentences are put on the board, the instructor can have students suggest ways of combining them to produce longer, more sophisticated units. He or she can aid in this process by giving combining cues, as seen in parentheses above. A typical product might be as follows:

En la primera foto se ve a un padre y a su hijo quienes están en la orilla. El padre parece gracioso porque es gordo y calvo. Tiene cejas negras y también tiene un bigote negro que es muy grande. El muchacho tira piedras al agua mientras su padre le mira y parece contento porque su hijo se divierte.

IV. Rewrite Test

Below you will find two paragraphs in very simple sentences. Please rewrite these paragraphs. You can combine sentences as you want. You can leave out unnecessary words, but not any information. Please do not add any new information.

Vocabulario

el apartamento:	apartment	llamar	:	to call	
el edificio	:	building	el vecino	:	neighbor
preparar	:	to fix, to prepare	las clases	:	classes
el desayuno	:	breakfast	caminar	:	to walk

Enrique es catedrático. El trabaja en la universidad. Vive en Atlanta. Marta es su esposa. Ella es profesora. Ella trabaja en la ciudad. Tienen dos hijos. Beth es su hija. Ella tiene diez años. Tomás es su hijo. El tiene ocho años. Ellos tienen un apartamento. Es pequeño. Es bonito. El apartamento está en una calle. La calle se llama Broadway.

Hoy es lunes. Son las siete en punto. Es la mañana. Enrique está en la cama. El duerme. Marta prepara el desayuno. Los hijos duermen. Pronto la madre llama a los hijos. Ellos comen rápidamente. Sus clases comienzan a las ocho en punto. Hace buen tiempo afuera. Su escuela está muy cerca. Ellos caminan a la escuela. Bob camina con ellos. El es su vecino. Son buenos amigos. Ellos llegan a la escuela. No son las ocho todavía.

NOTES

1. Wilga M. Rivers, Teaching foreign languages skills (Chicago: The University of Chicago Press, 1968), 16.
2. Ibid., 241.
3. See Kenneth Chastain, The development of modern language skills: theory to practice (Philadelphia: The Center for Curriculum Development, 1971, 76-150.
4. Vivian Zamel, Teaching composition in the ESL classroom: what we can learn from research in the teaching of English, TESOL Quarterly 10 (1976), 70.
5. See K.W. Hunt, Grammatical structures written at three grade levels, National Council of Teachers of English Research Report No. 3 (Champaign, IL: NCTE, 1965) ED 113 735; and Kellogg W. Hunt, Syntactic maturity in schoolchildren and adults, Monographs of the Society for Research in Child Development, Serial No. 134, Vol. 35 (1) (Chicago: The University of Chicago Press, 1970).
6. Ibid.
7. Ibid.
8. Roy C. O'Donnell, William J. Griffin, and Raymond C. Norris, Syntax of kindergarten and elementary school children: a transformational analysis, National Council of Teachers of English Research Report No. 8 (Champaign, IL: NCTE, 1967). ED 070 093
9. Thomas C. Cooper, Measuring written syntactic patterns of second language learners of German, Journal of Educational Research 69 (1976), 176-83.
10. James Monroe, Measuring and enhancing syntactic fluency in French, French Review 48 (1975), 1023-31.
11. Ibid.
12. For an excellent review of sentence-combining research in English, see Sandra L. Stotsky, Sentence-combining as a curricular activity: its effect on written language development and reading comprehension, Research in the Teaching of English 9 (Spring 1975), 30-71.
13. Frank O'Hare, Sentence-combining: improving student writing without formal grammar instruction, National Council of Teachers of English Research Report No. 15 (Champaign, IL: NCTE, 1973). ED 073 483
14. Judy Akin, Enhancing the syntactic fluency of beginning foreign language learners through sentence-combining practice (Ed.D. diss., University of Georgia, 1975).
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16. The project was made possible by a grant from the Exxon Education Foundation. For a copy of the final report to the Foundation, see Thomas C. Cooper, Developing syntactic fluency of college foreign language students through sentence-combining practice, Vols. I and II. ED 166 991. Vol. I contains the data of statistical analysis; Vol. II includes a complete set of the French, German, and Spanish exercises, tests, and syllabi.
17. Guide for High Schools and Colleges (Princeton, NJ: College Entrance Examination Board, 1971), 12.
18. French, German, and Spanish versions of rewrite test are given at the end of each language section.
19. Adapted from Monroe's rewrite instrument (see note 10).
20. The scores for the second sample rewrite are: words/clause=12.50, clauses/T-unit=1.00, and words/T-unit=12.50.
21. For an excellent book demonstrating this technique in English, see Frank O'Hare, Sentencecraft: an elective course in writing (Lexington, MA: Ginn and Co., 1975).
22. Translated from Herbert Lederer and Werner Neuse, Kleines Aufsatzbuch (NY: Holt, Rinehart and Winston, 1961), 6.
23. Benjamin Franklin, Autobiography, introduction by Dixon Wecter, and Selected writings, ed. Larzer Ziff (NY: Holt, Rinehart and Winston, 1961), 13.
24. For a theoretical model about interrelatedness of language skills, see Stotsky (note 12), 1-17.

25. Reproduced from E.O. Plauen and Frank Eppert, Vater und Sohn: Bildgeschichten für den Konversations- und Aufsatzunterricht, 2nd ed. (Munich: Max Hueber Verlag, 1974), 16. ©Südverlag GmbH Konstanz 1962 (ren.) Mit Genehmigung der Gesellschaft für Verlagswerte GmbH, Kreuzlingen/Schweiz.
26. For further details see Albrecht Holschuh, 'Maus im Haus': Ein spiel im Dativ und Akkusativ, Unterrichtspraxis 1 (1968), 28-29.
27. Since subjunctive II for indirect discourse is rapidly gaining ground in contemporary conversational German, it is used in these exercises instead of the more formal and literary subjunctive I.
28. Lederer and Neuse (see note 22).
29. Van Horn Vail and Kimberly Sparks, Der Weg zum Lesen: A German structural reader, 2nd ed. (NY: Harcourt Brace Jovanovich, 1974), 99.
30. Reproduced from E.O. Plauen and Frank Eppert, Vater und Sohn: Bildgeschichten für den Konversations- und Aufsatzunterricht, 2nd ed. (Munich: Max Hueber Verlag, 1974), 8. ©Südverlag GmbH Konstanz 1962 (ren.) Mit Genehmigung der Gesellschaft für Verlagswerte GmbH, Kreuzlingen/Schweiz.
31. Taken from John A. Crow and Edward J. Dudley, El Cuento (NY: Holt, Rinehart and Winston, 1966), 89.

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